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ABSTRACT

Instead of an on-site evaluation visit to the central administration as part of the process of reaffirmation of accreditation of the university, the accreditation agency held a seminar in which the university was represented by selected delegates and the commission by its chief administrative officers. Work that had already been done on a self-study report for the accrediting agency was used as the basis for discussion, and covered four topics within the setting of a multicampus university: (1) administration; (2) instruction; (3) finances; and (4) students and alumni. The proceedings consist of transcripts of the discussions. (MSE)

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LONG-TERM ISSUES in the ADMINISTRATION of MULTI-CAMPUS UNIVERSITIES

ED142120

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Proceedings of a Seminar
sponsored by
INTER AMERICAN UNIVERSITY OF PUERTO RICO
and the
COMMISSION ON HIGHER EDUCATION
of the
MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
San Juan, Puerto Rico — November 1975

LONG–TERM ISSUES

in the

ADMINISTRATION of MULTI–CAMPUS UNIVERSITIES

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San Juan, Puerto Rico - November 1975

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INTRODUCTION:

Occasion and Participants

Introduction

Instead of an on-site evaluation visit to the Central Administration as part of the recent process of reaffirmation of the accreditation of Inter American University of Puerto Rico by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, the then Executive Secretary of the Commission, Dr. Harry W. Porter, and the President of IAU, Mr. Sol L. Descartes, agreed to hold a seminar in which the Commission would be represented by selected delegates and the University by its chief administrative officers. In reality, the Commission had suggested that, in view of the preceding on-site visits by its various evaluating teams to the five instructional units of the University, no on-site visit to the University's Central Administration would be needed. President Descartes, however, felt that IAU administrators could benefit from contact with stateside administrators of universities such as Inter American, which operate at a number of campuses and at several different academic levels, to exchange views on the necessarily complex administrative organization, policies and procedures needed under these circumstances. Hence the seminar.

Work had already progressed at IAU on a self-study report for the expected evaluation visit to its Central Administration. However, given the change in the nature of the visit, the editing of a document, based on the self-study materials, which could serve as a basis for discussions at the seminar was entrusted to Dr. Glenn J. Christensen of Lehigh University, a consultant to President Descartes, ex-President of the Middle States Association, and chairman of the Commission on Higher Education evaluation teams that visited Inter American University in 1964

and 1968. This document, entitled Long Term Issues in the Administration of Multi-Campus Universities was distributed to the Commission's representatives, IAU's participants and observers, and is mentioned from time to time in the transcript that follows.

The seminar took place on November 24 and 25, 1975. Vice Chancellor G. Bruce Dearing, Dean John J. Theobald, Vice President Emeritus John L. Swink and Chancellor Albin O. Kuhn accompanied the Interim Executive Secretary of the Commission on Higher Education, Dr. Dorothy G. Petersen, as the Commission's delegates. The first three named had had previous experience at IAU as members of or chairmen of MSA-CHE evaluation teams.

The pages that follow are a transcript of the recorded talks and comments during the four sessions of the seminar. The four main topics discussed were administration, instruction, finances, and students and alumni within the setting of a multi-campus university.

The editors of this record wish to take advantage of this opportunity to thank the delegates from the Commission on Higher Education and the participants from Inter American University for their patience and cooperation in going over the transcripts to correct errors and insure, insofar as possible, that the printed word as presented on the following pages faithfully reflects the views orally expressed at the seminar.

For the convenience of readers a few lines of biographical data on each of the speakers follows. The speakers are listed in the order of their first appearance in the transcript.

SOL LUIS DESCARTES is the sixth President of Inter American University of Puerto Rico. Born in Ponce, Puerto Rico. President Descartes took his B.A. from the University of Puerto Rico and his M.S. from Cornell University. After leaving the Agricultural Experimental Station of the University of Puerto Rico in 1941, with which he had been associated as an agricultural economist since 1934 and as division head since 1940, President Descartes served successively as head of the Central Office of Statistics in the Office of the Governor of Puerto Rico, on the Puerto Rico Planning Board, as Director of Economic Research for the Puerto Rico Industrial Development Corp., as Treasurer in the first cabinet of Luis Muñoz Marín, as first Secretary of the Treasury under the Constitution of the Commonwealth of Puerto Rico, and as Executive Director of the Puerto Rico Water Resources Authority. President Descartes also served as Assistant Executive Vice President of the Banco de Crédito y Ahorro Ponceño before becoming, in 1963, Vice President for Latin America for the consulting firm, Zinder International Company, in Washington, D.C. President Descartes has served as advisor to a U.S. delegation to the World Trade Organization and as a member of or consultant to various United Nations missions and/or delegations to Chile, Costa Rica, Panamá and Perú. He also headed the World Bank's team on water and agricultural development to East Pakistan in 1967-68.

Prior to his appointment to the presidency of Inter American University in 1969, President Descartes had served since 1966, on the institution's Board of Trustees. Since 1971, President Descartes has served on the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

DOROTHY G. PETERSEN is a native of Trenton, New Jersey. Her B.S. was awarded by Rutgers, her M.A. by New York University and her Ed.D. by Rutgers. Dr. Petersen's field of specialization is elementary education. She joined the faculty of Trenton State College after classroom experience in elementary schools in New Jersey. She was named Professor of Education in 1952. Her administrative experience includes service as a school principal, as department chairman, as chairman of graduate studies and as dean of graduate studies.

Dr. Petersen has recently undertaken the work of Interim Executive Secretary for the Commission on Higher Education of the Middle States Association. This seminar is her first experience with Inter American University.

ALBIN O. KUHN is Chancellor of the University of Maryland at Baltimore. Born in Maryland, Dr. Kuhn took his B.S., M.S. and Ph.D. from the University of Maryland, and also pursued further post-graduate work at the University of Wisconsin. Since 1939, Dr. Kuhn has been professionally associated with the University of Maryland in agronomic extension work, as associate professor and professor, department head, Assistant President and Executive Vice President,

before assuming his present duties in 1971. He has also served on the Board of Directors of the Hospital Cost Analysis Service, Inc., and of the Maryland Hospital Service, Inc., and as a member of the Maryland Hospital Commission, the Government's Committee on Rehabilitation, Commission on Modernization, the Committee for Comprehensive Health Planning, the Baltimore Urban Coalition, the Association of Academic Health Centers, and as President of the Maryland Association of Higher Education.

This seminar is Dr. Kuhn's first experience with Inter American University.

G. BRUCE DEARING is the Vice Chancellor for Academic Affairs of the State University of New York. Born in Erie County, Pennsylvania, Dr. Dearing took his bachelor's degree at Allegheny College and his master's and doctor's degrees in English at the State University of Iowa. He served on the faculty of Swarthmore College, the University of Minnesota and Cornell University before becoming Dean of the School of Arts and Sciences at the University of Delaware, from which position he moved to that of President of SUNY at Binghamton, before assuming the Vice Chancellorship of the SUNY system. He has been active in the American Council of Learned Societies, the American Humanities Center, the Association for Higher Education, the College English Association, the Modern Language Association, the National Council for the Teaching of English, and the Association of Land Grant Colleges and State Universities.

Dr. Dearing has been previously acquainted with Inter American University through his chairmanship of the CHE-MSA evaluating team that visited IAU's San Germán Campus from April 6 through 9, 1975.

JOHN J. THEOBALD is the Dean of Graduate Studies at the New York Institute of Technology. His B.A. degree from Columbia, in 1925, was followed by a B.S., a C.E. and a Ph.D. in Political Science. From 1929-49, Dr. Theobald was successively instructor, assistant, associate and full professor of Civil Engineering at the then City College of New York, as well as Adjunct Professor at Columbia's School of Engineering from 1943-49. Academic administrative positions he has held include Dean of Admissions to CCNY, President of Queens College from 1949-58, and Executive Vice President of the New York Institute of Technology from 1966 until 1974, when he assumed the duties of Dean of Graduate Studies. The public service record of Dr. Theobald includes service as a consultant to the Westchester Charter Revision Committee, the Engineering Statistical Division of the WPA, and the U.S. Bureau of Budget. From 1956 to 1958, Dr. Theobald was Deputy Mayor of New York City, and from 1958 to 1969 was its Superintendent of Schools.

In the private sector, Dr. Theobald has been associated with U.S. Industries, Inc., the Jamaica Savings Bank, and the Data Transfer and Access Corp. Dr. Theobald

has also served with the National Council of Christians and Jews, the YMCA and the Boy Scouts of America.

Dr. Theobald's first experience with Inter American University was as Chairman of the CHE-MSA evaluating team that visited IAU's regional colleges from March 31 to April 4, 1974.

BRIAN W. IRVING was born in California and took his B.A. in History at the University of California in Los Angeles. From Wesleyan University he received an M.A.T. and an M.A. in History from the University of Connecticutt at Storrs.

Before coming to IAU, Mr. Irving had taught at the University of Connecticutt and also served as Registrar at its Waterbury Branch. Mr. Irving began his service at IAU in the Department of History and Political Science at the San Germán Campus in 1967, and, during 1970-71 served as department chairman, before undertaking the duties of Dean of Academic Affairs for IAU's Programs at Military Bases in 1971. In 1972, Mr. Irving became Dean of the PMB Unit and in 1973 was appointed as Vice President and Executive Dean for the San Germán Campus of Inter American University.

JOHN L. SWINK served as Vice President and Treasurer of Rutgers, the State University of New Jersey from 1962 to 1974 and has been the emeritus holder of those titles since. Born in Colorado, Mr. Swink took his B.S. from Rutgers and his M.B.A. from New York University. Before joining the faculty of Rutgers in 1939, Mr. Swink had worked with the Prudential Life Insurance Co. Mr. Swink served as Rutgers' Dean of Administration from 1958 until 1962 when he became its Vice President and Treasurer. Mr. Swink is a member of the Board of Managers of the Rutgers University Foundation, and of the New Brunswick Savings Bank. During World War II, Mr. Swink was decorated with a Bronze Star and an Oak Leaf Cluster and with the Croix de Guerre of Luxemburg.

Mr. Swink's experience with Inter American University dates from 1968 when he formed part of that year's CHE-MSA evaluating team. He subsequently visited the University as a consultant on financial matters. In 1975 he formed part of the CHE-MSA team chaired by Dr. Theobald, that visited IAU's regional colleges.

JORGE F. FREYRE was born in Havana, Cuba, and in 1954 finished his degree as Doctor en Derecho at the University of Havana. His master's and doctor's degrees in economics are from Yale. From 1956 until he left Cuba in 1961, Dr. Freyre taught at the University of Villanova,in Havana, and, in addition served as an economist with the Banco Nacional de Cuba, the Social Security Bank of Cuba and the Banco Continental Cubano.

Since leaving Cuba, Dr. Freyre has served, in various consultant capacities, the Organization of American States, the Inter American Development Bank, the Inter American Center for Economic and Social Studies, the Government Development Bank of Puerto Rico and the Puerto Rico Cooperative Development Association.

Before joining IAU, Dr. Freyre had taught economics at the University of Puerto Rico. In 1969 he was appointed to the Department of Economics and Business Administration at the San Juan Campus of IAU and, in 1971, became its chairman. In 1973, he became Dean of Academic Affairs for the San Juan Campus and in 1975 succeeded Dr. Lavinia H. Crescioni as its Vice President and Executive Dean.

JUAN GONZALEZ RAMOS, Vice President for Planning of Inter American University, is a native of Puerto Rico. His B.S.A. was awarded by the University of Puerto Rico and his M.A. by the University of Chicago. Mr. González began his career in the cattle improvement program of the U.S. Department of Agriculture. After military service in World War II, he transferred to the Puerto Rico Land Authority, and then to the Puerto Rico Planning Board where he served as Chief of Capital Budget and had responsibilities for both rural and urban, as well as social and economic planning.

In 1957, Mr. González moved to the Economic Development Administration of Puerto Rico and during his tenure there exercised administrative, management and financial functions related to the Puerto Rico Industrial Development Company, the Puerto Rico Ports Authority, and for programs related to the development of both tourism and industry. Mr. González later, while on loan from the Puerto Rico Department of State, worked with the U.S. Agency for International Development on projects in Jamaica, Dominican Republic and Trinidad.

In 1966, Mr. González joined the management consultant firm of Clapp and Mayne, Inc. as one of its principals.

In 1971, Mr. González joined Inter American University in his present capacity.

ISRAEL PLANELL, Assistant Secretary of the Board of Trustees of Inter American University, is a native of Puerto Rico and one of the early graduates of this institution--1932. During the early years of his adult life, Mr. Planell served as teacher, supervisor, and school principal in the public school system of Puerto Rico. He later served for several years as the Commonwealth's Undersecretary of Labor.

Upon leaving the public sector, Mr. Planell joined the management firm of Clapp and Mayne as a consultant and advisor on personnel. More recently, he has

occupied the presidency of the firm Publicidad Asociada, in San Juan, and has served as a management consultant to the Commonwealth's Department of Public Instruction.

KENNETH E. KALANTAR was born in Chicago. His bachelor's degree was awarded by Rutgers, the State University and his master's by the Rensselaer Polytechnic Institute. Before coming to Inter American University, professor Kalantar taught at the University of Caldos in Manizales, Colombia and the Naval School of Colombia, as well as working on a special project in the teaching of physics sponsored by the Puerto Rico Department of Public Instruction.

From 1970 to 1975, professor Kalantar served in the Department of Chemistry of the San Germán Campus. In October of 1975, he undertook full-time administrative duties at the San Germán Campus.

LAVINIA H. CRESCIONI is Inter American University's Vice President for Academic Affairs. Born in Cabo Rojo, Puerto Rico. Dr. Crescioni took her B.S. from the University of Puerto Rico, her M.A. from New York University and her Ed.D. from Florida State University. Her academic background includes service as a secondary school teacher and supervisor and as an assistant and associate professor at the University of Puerto Rico. Before joining IAU in 1966, Dr. Crescioni had served as a psychologist with the Puerto Rico Department of Public Instruction and as acting director of the Guidance Office of UPR's College of Education.

Dr. Crescioni directed the Upward Bound and Early Childhood Education Programs at IAU until 1969, when she was appointed Dean of the Regional Colleges and Extensions. She was named Vice President and Executive Dean of the Regional College Instructional Unit in 1972, and in 1973 was asked to become the Vice President and Executive Dean of IAU's San Juan Campus. She assumed her present duties in 1975.

The public service record of Dr. Crescioni includes service as a consultant to the Social Security Administration's Bureau of Hearings and Appeals, to the Head Start Program and as a member of the Committee on Human Resources and of the Advisory Committee for the Development of Public Service Personnel of the Commonwealth of Puerto Rico. Dr. Crescioni has also served, successively, as treasurer, secretary and president of the Puerto Rico Psychological Association, and as a member and president of the Board of the Puerto Rico Psychological Institute.

AUGUSTO BOBONIS is a native of Humacao, Puerto Rico and has been associated with education in Puerto Rico all his life. His B.A. in Chemistry, and M.S. in Mathematics, were awarded by the University of Puerto Rico, and his Ph.D. in

Mathematics, by the University of Chicago. Dr. Bobonis began his career as an instructor in the Department of Chemistry at UPR and rose to the rank of professor and chairman of the department before joining the Department of Public Instruction of Puerto Rico as Director of Secondary Education for the Island's schools in 1953. In 1957, he returned to UPR as a special advisor to the institution's president, and, in 1958, undertook the deanship of that university's School of Education. In 1972, Dr. Bobonis was named Professor Emeritus of Mathematics and Dean Emeritus of the University of Puerto Rico.

Dr. Bobonis' association with Inter American University dates from 1969-70, when he undertook to head the administration of the San Germán Campus during a period of faculty and student unrest. From 1971 to 1975 he served as IAU's Vice President for Academic Affairs, and since July of this year has acted in the capacity of special consultant to this institution's president.

In addition to his teaching and administrative functions Dr. Bobonis has served on various education-related delegations and committees of the Organization of American States, the American Association for Colleges of Teacher Training, the National Association of Land Grant Colleges and Universities, the National Science Foundation, the U.S. Department of Health, Education and Welfare, the Ford Foundation and the College Entrance Examination Board. Dr. Bobonis chaired the CEEB committee that developed the Prueba de Aptitud Académica for Puerto Rico, which corresponds to the Scholastic Aptitude Test in English.

FERNANDO L. FERRER, an alumnus of the San Germán Campus of Inter American University, was born in Ponce, Puerto Rico. He served in Korea before entering Inter American, where he specialized in economics.

For eight years after his graduation, Mr. Ferrer advanced through various positions in the Office of the Dean of Students of the Mayaguez Campus of the University of Puerto Rico, serving as Acting Dean during his last year there, before moving to the College Entrance Examination Board, where as Associate Director of the Puerto Rico Office, he was responsible for test administration and experimental testing programs.

In 1968, Mr. Ferrer came to Inter American University as Vice President for Student Affairs with responsibilities for recruitment and admissions, financial aid, guidance and other student services, special veteran's services, and student conduct and discipline.

FELIX TORRES LEON, also an alumnus of Inter American University, was born in Aguadilla, Puerto Rico. After service in the Korean conflict, Mr. Torres

specialized in English and education at the San Germán Campus of IAU, and later took his M.A. from New York University in the teaching of English. After two years experience in secondary school classrooms, Mr. Torres became a Zone Supervisor, and later a Regional Supervisor of English within Puerto Rico's Department of Public Instruction.

In 1967, he was appointed to work on the development of special educational projects, and in 1969, became Superintendent of Schools for the District of Ponce.

Mr. Torres, who had taught many classes at IAU on a part-time basis, formally joined the institution in 1971 as Director of its Aguadilla Regional College. A year and a half later, he succeeded Dr. Lavinia H. Crescioni as Vice President and Executive Dean of IAU's Regional College Instructional Unit, the position which he holds today.

RAUL ACEVEDO CASTAÑEDA was born in San Juan, Puerto Rico. He began his studies at IAU's San Juan Campus in 1968 and is majoring in Political Science. This year he is a member of the Campus' Student Advisory Board.

ELIAS RIVERA CIDRAZ is a native of Puerto Rico. His B.B.A. and, a year later a graduate diploma in public administration were awarded by the University of Puerto Rico. His M.B.A. was earned at Harvard. Mr. Rivera Cidraz, before beginning work in the public sector, worked seven years with the First National City Bank of New York and one year with a San Juan firm of Certified Public Accountants. He began his career in the public sector with the Bureau of the Budget, to which he returned in 1967 as Director. Between his two terms of service with the Bureau of the Budget, Mr. Rivera Cidraz served as Assistant Secretary at the Commonwealth Treasury Department, as President of the Farm Credit Corporation, and Chairman of the Sugar Board of Puerto Rico.

Before coming to IAU in the early part of 1975, Mr. Rivera Cidraz served as Dean of Administration, and, during a particularly difficult period, as Acting Chancellor of the Rio Piedras Campus of the University of Puerto Rico.

Mr. Rivera Cidraz has chaired a number of Committees for the Commonwealth Government and served on a good many others. These include the Second Reorganization Committee of the Executive Branch, the Committee for the Planning and Development of Electronic Information Systems, the Committee for the Governor's Prize for Administrative Improvements, the Committee on Credit and Guaranteed Loan Program of the Department of Agriculture, and a similar committee for the Tobacco Industries, the Agricultural Council, the Advisory Committee on Pension Funds, the Advisory Committee for the Development of the Irrigation System of Southwestern Puerto Rico, and the Merit System Award Committee.

Mr. Rivera Cidraz is also a member of the Board of Trustees of the Commonwealth's Medical Center and its Public Buildings Authority, as well as a member of the Higher Education Panel of the American Council on Education.

RAM S. LAMBA was born in Calcutta, India, and took his B.S. and M.S. from Delhi University. His Ed.D. in chemistry was awarded by the East Texas State University. Dr. Lamba has been with Inter American University since 1969, is a member of the University Senate and has served as department chairman at the San Juan Campus during the past several years. Before coming to Inter American University, Dr. Lamba worked for two years as chief chemist for the Beaunit Corporation in Humacao, Puerto Rico, and has since served as a consulting chemist to various firms.

RAFAEL CARTAGENA is a native of Orocovis, Puerto Rico. His B.A. was taken at Catholic University of Puerto Rico, his licenciatura (M.A.) in theology at the Gregorian University in Rome and his M.A. in philosophy at the University of Puerto Rico.

Mr. Cartagena's background, prior to joining the administrative staff of IAU's regional colleges in 1973, includes teaching at the secondary school level and at the Catholic University of Puerto Rico and the College of the Sacred Heart in addition to Inter American University. Mr. Cartagena was appointed Dean of Academic Affairs for the Regional College Instructional Unit in June, 1974.

RAFAEL ZAPATA was born in Cabo Rojo, Puerto Rico. He graduated from the Catholic University of Puerto Rico in Ponce in 1959. After graduation, his first service was as Director of the Accounting Section of the Commonwealth Department of Public Health, in Mayaguez.

In 1960, Mr. Zapata joined Inter American University. The following year he was named as the University's Chief Accountant, and as its Auditor in 1968. In 1970, at the time of the establishment of the institution's current organizational pattern, Mr. Zapata was named to the position of Vice President for Financial and Administrative Affairs, the capacity in which he has continued to serve up to the present time.

RAYMOND L. STRONG was born in Colorado. His B.S. is from Harvard and his B.D. and Th.D. from Princeton Theological Seminary. He also spent two years at Oxford University as a Fulbright Scholar.

Before coming to Inter American University, Dr. Strong spent seven years at the Union Theological Seminary in Matanzas, Cuba, and five years as President of the Evangelical Seminary in Puerto Rico. In addition to these academic duties, Dr. Strong has served on the Commission on Ecumenical Relations of the United Presbyterian Church and as Secretary for Latin America of the American Bible Association.

Since coming to IAU in 1970 as Professor of Religion and Philosophy at the San Juan Campus, Dr. Strong has also worked on the development of the institution's religious life policy and program, and, since 1973-74 has presided over the University Senate.

LUIS E. GONZALEZ VALES was born in Río Piedras, Puerto Rico. Mr. González Vales received his B.A. in history from the University of Puerto Rico and his M.A. from Columbia, where he has also taken work toward his Ph.D. From 1955 to 1967 Mr. González Vales rose from the rank of instructor to that of associate professor at the Faculty of General Studies of the University of Puerto Rico, and in the latter year transferred to the University's Faculty of Humanities. His administrative experience includes service as the assistant director of the Faculty of General Studies' Department of Humanities and as Assistant and Associate Dean of that Faculty.

Since ROTC in college, Mr. González Vales has maintained an active relationship with, first, the army, and, later, the National Guard. He served on active duty in both Puerto Rico and Germany, with the New York Army Reserve National Guard, and the Puerto Rico Army Reserve National Guard, rising to the post of Commanding Officer of the First Battalion of the 65th Infantry in the latter. Since 1971, Mr. González Vales has been associated with the 2979th USAR School, and since 1974, has been its commandant. In conjunction with this area of service Mr. González Vales has taken, among others, special courses or training in Air Transportability, Information and Education, Defense Strategy, Preventive Maintenance, National Security Management and Senior Officers' Orientation.

Since 1967, Mr. González Vales has served as the Executive Secretary of the Council on Higher Education of the Commonwealth of Puerto Rico, and since 1974 as Executive Secretary of the Commonwealth Commission on Post Secondary Education.

GLENN J. CHRISTENSEN was born in Canton, Ohio. He took his B.A. from the College of Wooster and his Ph.D. from Yale. Since 1939 he has been associated with Lehigh University, successively as instructor, assistant, associate and full professor of English. He served as Dean of Lehigh's College of Arts and Sciences from 1956 to 1962 and as Provost of the University from 1962 to 1969. Since 1969

he has been University Distinguished Professo.. From 1960 to 1966, Dr. Christensen was President of the Middle States Association of Colleges and Secondary Schools, and has also served on the Association's Commission on Higher Education. Dr. Christensen is Chairman of the Board of Trustees of the Northampton County Area Community College.

Dr. Christensen has had a long and, for the institution, fruitful relationship with IAU. He chaired both the 1964 and 1968 CHE-MSA evaluation teams that visited the institution, and since 1968 has worked as a consultant to President Descartes.

RICARDO RAMIREZ ACOSTA was born in San Germán, Puerto Rico. His B.A. degree was awarded by the University of Michigan and his LL.B. by the University of Puerto Rico. Before joining Inter American University in 1961, Mr. Ramírez had headed the legal divisions of agencies of the U.S. Department of the Interior and of Agriculture in Puerto Rico, and also served in the Department of Justice of the Government of Puerto Rico. Mr. Ramírez also headed the claims department of a private insurance company in San Juan.

Before being appointed Vice President for University Relations in 1970 in IAU's current administration, Mr. Ramírez had served the institution in the capacities of Director of University Activities and of Assistant to the President.

MARIA VICENTE DIAZ is from the Guayama Regional College of IAU where she is President of the Student Council this year. Her major is Psychology.

BERTA F. PUERTA GUERRERO was born in Cuba. She began her studies at IAU's San Juan Campus in 1973. Her major is Spanish, and she has maintained a 4.00 grade point average throughout her college career.

ANNIE SALVA is a native of Utuado, Puerto Rico. She entered the San Germán Campus of IAU in 1972. Her major is Home Economics. In January, 1975 she was selected to chair the Campus' Student Advisory Council and was reelected to the same post in August of this year.

JOSE ACABA is a Music Education major on the San Germán Campus of IAU. He began his studies there in August of 1973. He is President of the Campus' Music Association and Vice President of its Student Advisory Council.

THOMAS J. BRONSBERG is a student in the Programs at Military Bases Instructional Unit of IAU. He began his studies last year at Fort Buchanan, Puerto Rico and is majoring in elementary education. Mr. Bronsberg is from Chicago.

ANDRES M. MARRERO was born in Jayuya, Puerto Rico. He entered the IAU School of Law in 1973 after having taken a B.A. in political science at the University's San Juan Campus. He is currently the President of the School of Law's Student Council.

J. CHARNEL ANDERSON was born in Florida. He took his bachelor's degree from McNeese College and his master's and doctor's degrees in history, from George Washington University. Before coming to IAU, Dr. Anderson had served with the Peace Corps in Brazil, with the Human Resources Research Office of George Washington University, and as assistant professor of history at McNeese College.

Since 1968, Dr. Anderson has been associated with the History Department of the San Juan Campus of Inter American University which he chaired for several years. He has also served in the University Senate.

JOHN B. VILLELLA was born in Pennsylvania. His bachelor's degree was taken at Gettysburg College and his master's and doctor's in zoology were awarded by the University of Michigan. From 1954 to 1961, Dr. Villella was associated with research projects of the U.S. Atomic Energy Commission at the University of Michigan, and from 1961 to 1966, in addition to research work for the Commission at the Puerto Rico Nuclear Center, he also taught at the University of Puerto Rico.

Since 1971, Dr. Villella has been associated with the Biology Department of the San Germán Campus, and active in student affairs on that Campus.

LYNN DARRELL BENDER was born in South Dakota. His bachelor's degree was awarded by Georgetown University, and his master's and doctor's degrees in political science, by George Washington University.

Before joining Inter American University, Dr. Bender served with the U.S. Department of State in Venezuela and in Gabon, and taught at Howard University.

Since joining Inter American University in 1972, Dr. Bender served two years as a department chairman on the San Germán Campus, and for the past year has been that Campus' Dean of Academic Affairs.

THE FIRST SESSION:

Administration and Instruction

I

Monday, November 24, 1975
Morning Session

Sol L. Descartes: In reviewing a central administration or, of course, the organization of any university, there are always serious problems, but, in a multi-campus university, there is an ever-present problem: the maintenance of a balance between policy control and as much freedom as possible at the operating level. This is probably the most important issue for this workshop, as I have gathered in conversing and talking with the group here.

However, before we proceed with this and other issues, I want to propose a few simple "rules of the game" so we can proceed in a flexible yet organized way. These "rules" do not include rigid procedures, or anything like that, but are really very simple suggestions.

The first person to present his views on a particular issue will be one of our guest consultants from the Middle States Commission on Higher Education. As I understand it, each consultant is ready to present his views on one of the four sections of the study we prepared for this workshop, and, in the preparation of which, all the participants from IAU worked.[1]

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[1] Long-Term Issues in the Administration of Multi-Campus Universities: A Presentation Based on Administrative Experience at Inter American University of Puerto Rico, Academic Years 1969-70 Through 1974-75; Glenn J. Christensen, ed.; Inter American University, San Juan, Puerto Rico, 1975.

After the first consultant has given us his views on one of the sections, the other guest consultants will be given the opportunity to ask him questions or to make further comments. After the guest consultants have finished with their questions and comments, the IAU participants are invited to ask their questions and make their comments, addressed to any or all of the consultants as the case may be.

Our hope is that, despite the number of participants from IAU, we can maintain a pace of discussion and comment that will enable us to cover the agenda in the time allotted.

Once the questions and comments of the IAU participants have been taken care of or as they are being attended, we will ask that the IAU observers jot down questions, as they may wish, and send them to me. We will try to present these questions to the consultants and participants either during the course of the workshop or at a wrap-up session before we finish, as time permits.

We would have liked to have had everyone participate fully, but, since we have four main issues and hope to have a fairly complete exchange of views about each of them during the course of today and tomorrow morning, with a short wrap-up session tomorrow afternoon, time constraints are obvious. Nevertheless, we will make every effort to bring the questions of the observers to the attention of the consultants and participants.

With this introduction, I will turn this session of the workshop over to Dr. Dorothy Petersen, Interim Executive Secretary of the Commission

on Higher Education, who will present the first guest consultant. If she has other comments or suggestions, we will be pleased to hear them also.

Dorothy G. Petersen: I don't think so Mr. Descartes. I think the only thing I would like to say is that I'm very happy to be here, and that I think these are going to be very exciting, challenging days. I'm very happy to bring to you the greetings and best wishes of the Commission on Higher Education. Just a few minutes before I left my office last week, the Chairman of the Commission, Dr. Lee Hornbake, telephoned me and asked me to express to President Descartes and to all of you the very best wishes of the Commission and hopes for a very successful meeting. I am sure it will be that, and I am happy to be here.

We have, as President Descartes said, a plan for the conference. We are going to discuss the four selected issues in the report, and I think they will go in the order that they are presented in the report.

The first one, then, is "Administrative Organization and Operation." We have as a consultant Dr. Albin O. Kuhn, the Chancellor of the University of Maryland at Baltimore. He has had a great deal of experience with the kind of issues that we are going to discuss today--the intricacies of relationships among multi-campus units. I turn the discussion over to Dr. Kuhn.

Albin O. Kuhn: Mr. President, members of this discussion group, it is a real pleasure to have the opportunity to be with you and to look forward to the discussion that all of us will not only enjoy but from which we will gain some benefit. Rarely have I seen material upon a university, how it is

organized and its issues, that so clearly expresses both the ideal of the administration and the realities of the situation as we see it and as you see it in place. I was especially impressed with the statement that an administration should be self-creating, self-repairing, self-adapting and self-invigorating. That is a very good ideal, and we need to keep it in front of us as we go through the entire conference.

For some years I was associated with the central administration of a multi-campus university, the University of Maryland. It seemed to me, during those years, that the ideal way to have the administration work was for everything to be decided by the central administration. After some years in the role of Executive Vice President, I became the Chancellor of a campus at the University of Maryland and, in the past seven or eight years in that role, I have come to feel that there should be great local autonomy with most decisions being made at the campus level.

Obviously there is a basic way in which we can work together to have a great many of these decisions made locally. An opportunity to bring together the ideas from all segments of the university results in policies and procedures that can be adopted so that the university as a whole can proceed. There should be an essential give-and-take that goes forward day by day between those who are in the field, if you will, carrying out the job, and those who are charged with the responsibilities of seeing that the entire entity of the university goes forward.

It is not rare, and it is not unusual, to be examining the interrelationships between local autonomy and university-wide authority. The

interrelationships between the individual educational unit and the university as a whole is a major issue both for discussion and for the opportunities that it offers to improve operation.

It seems to me that it will be rare for any institution to achieve uniform interpretation throughout any large university, or any large operation, of the policies once they are written. Obviously, there must be reasonably uniform knowledge of what was intended by the policies and procedures, but, equally obviously, there will always be variations in the way they are used, in the context of the problems and opportunities at a given date or on a given campus. This is one way of saying that whatever we may set up as an organization, or however we may put it together, the people who occupy the positions have a very important impact on how the work unfolds. It seems to me that this was exceedingly well treated in the materials that were presented to us. The changing times, the changing leadership and the changing people who occupy these positions will produce a great deal of change in the actual organization as they provide progress for the university as a whole and for its individual segments.

The complaint that it is difficult to get rapid responses is a complaint that all of us experience in all of our activities in whatever role we have in an institution. And yet the problem, as I have so frequently seen over the years, is that it is easy to get a rapid response if the individual who is making the decisions is willing to be completely arbitrary. But it is often difficult to develop a response that blends the best ideas that have been presented for solution of a problem. Occasionally, when a person

working with me has begun to lecture to me about my slowness to respond, I have said, "If you want a 'no' answer I can respond very rapidly. But if, in fact, we want to find a way to work out better answers than you have, or I have, or any of us has at the moment, it is going to take a somewhat longer time." I think each of you, in your role, has found that this is part and parcel of the reason we have administrative people--to try to find a better answer than we have found in the past, and to try to find a better answer than any one of us has at this moment and can enunciate.

I do want to touch on five or six items that were covered in the report under the heading "Administration: Organization and Operation." However, I am very mindful that the persons who come out of universities normally put capsules together that equal 50 minutes, and I shall not do that.

It seems to me in the item that you have covered as Item #1, "Institutional Viability: Freedom, Discipline and Subversion," that you are really saying that there must be fairness in the administration of the university in all its segments and at all locations, that there must be a willingness to keep the door open to listen and, in fact, a willingness to say, "Yes, that seemed to be a good position for the past, but it now needs to be changed." You have stated that clearly in your document. This concept is fundamental to all of the administrative policy and procedure discussions.

In the most trying time that each of us has faced, in terms of blending fairness, elasticity, and, if you will, keeping the institution moving, the most important single factor is the basic moral fiber of the people involved.

There are many times, in working with an educational department of the university that we must remind ourselves that the university is an instrument for the development of change in society. This means that we must search the very roots of our basic beliefs and concepts to come up with a logical and morally sound way to keep the institution moving forward in answering the problems that delay progress. Among the most important characteristics of a person in administration are the possession of strong moral fiber and a dedication to the purposes of the institution that goes beyond the dedication that the individual has to his own individual interests and his own individual needs. With these, persons of good will can make progress working together in the university setting.

Enhanced participation is a good way to talk about more and more people getting into the total picture in determining or ordering the course of the university.

I must say that I have found myself searching and trying to understand what was meant by the indication of the Senate as a co-equal partner in the operation of the university.

The problems, opportunities and the issues that we face very often become issues of how to blend the central features that will keep a solvent, sound educational institution with those changes that will make the institution capable of having a different impact on society. There can be many co-partners or co-equal groups in such activity, but they must all have a clear understanding of their responsibility. There are certain activities that are best and properly accomplished by administrative persons, and

certain policies that are best developed by an organization such as the Senate. If both the Senate and the Administration can find a way to continually communicate and to cooperate on a basis of mutual respect, much can be accomplished. There should, at every stage, be clear responsibility for each individual or organization.

In summary, the issue of local campus autonomy versus central university authority is a continuing issue in a large university. It is not a subject that can be treated in detail, followed by the development of standard operating policies and procedures, and then considered as a finished subject. It must continually evolve. At any given time, there must be reasonably complete policies, a process by which policies can be reconsidered and changed, and a system to communicate with all involved. Given this situation, able leaders at all levels will develop reasonable trust in the system and in the policies, and the local campus and the university can be expected to move forward in meeting the many opportunities that are faced.

Sol L. Descartes: Dr. Kuhn, we certainly thank you for your remarks. Now, would any of our other guest consultants like to add something, ask questions, or make comments about this issue?

G. Bruce Dearing: Perhaps I might respond to a few things Chancellor Kuhn has said. My own history is slightly the reverse of his. I was first the champion of campus autonomy as the president of a campus, and then I saw things somewhat differently when I got into central administration as a Vice Chancellor of the State University of New York.

It does seem to me that all of these issues we are discussing are a combination of problems and opportunities, and one has to see both sides of them. It is easy to think of them in terms of polarities and efforts to find the right point between the extremes.

One concept I think we can use effectively is that of "creative tension." It won't do to have either an over-permissive administration or an apathetic faculty. It won't do to have an absolute confrontation or to have an adversary proceeding. Much of what we are attempting in all the multi-campus systems is to find ways of stimulating a productive creative tension--a give-and-take in debate without allowing it to degenerate, on the one hand, into unproductive squabbles or, on the other hand, into accepting the things that one really does not quite wish to.

I was fascinated, as Albin (Albin O. Kuhn) was, by the concept of a self-creating and self-renewing administration. One of the things that, generally speaking, higher education administration is now beginning to develop more than it had in the past is an effort to identify and to offer training and educating experiences for potential administrators. The ACE administrative internship, started by the Ford Foundation some time ago, has done a really quite remarkable job of identifying people who might not otherwise have been attracted into administration and of giving them the opportunity to discover whether that is their basic field. Then, if it proves to be so, to find ways of accelerating learning and to learn directly by working with a mentor rather than all by one's self, struggling with intractable problems and with the responsibility at the same time.

I am wondering how much opportunity there may be within IAU, as there is at Maryland or at the State University of New York, to find temporary assignments as an assistant to the Dean, or as an assistant to the President, or in some other way, for a "trial run" with the expectation that this is a "campus" person who is coming into central administration for a short time and is then going back either to teaching or to campus activity. Similarly, there seems to be a necessity for self-renewal and for getting back into the teaching-learning situation on the part of long-time administrators. Some deans and even some presidents and chancellors manage to do some teaching.

Two simple examples from my own office: we were able to get an assistant dean to come from one of our arts and sciences campuses to be an assistant provost in my office and then go back after a year. We were able to do this because the person he was replacing had gone to a campus as its acting vice president for a year. Both of these were terminal arrangements. However, it was very useful to us to have someone recently from the campus in central administration. We were told that it was not only good for our man from central administration to see how things were on the campus, but the man was also able to communicate some of our concerns to the campus.

So, I am raising the question of what all of us can do to make more opportunities to identify potential administrators, to pull in, incidentally more women than we have had in administrative councils, and more people who have already served as department chairmen or in some other function primarily as teachers but, potentially, as administrators.

Another point, it seems to me, relates to the idea of achieving investment in the solutions. It does not matter how good the solutions are if there has not been a process of socialization and internalization. I think all of us are struggling with trying to find better means of involving, in the process of decision-making, those people who will have to implement them. It is an exceedingly difficult question, maybe more difficult for us in the continental United States just now, with our attenuated enrollments and our fiscal problems, than it is for you here where the enrollments are still burgeoning and where, by some magic, you are managing to get remarkable support for your students and to be in the black while we're in the red. But, in either instance, there is a problem of trying to take advantage of the psychological effect of the self-fulfilling prophecy and to avoid the pitfalls.

Earlier, in our planning procedures and in our efforts to work through the administrative process of determining where we were going, it was necessary always to look to the future to set and test our prophecies. But what often got 'taken' from this was that when you said, "Would it be possible or would be a good thing to install this program?" you were understood to have said, "Great! We are going to have that program." Then it would seem like a vacant promise if that particular plan did not work out.

Just now we have to be developing some contingency plans and when we say, "What if we get another 10 percent cut? What would we do then?" we are understood to have said, "My God! They are going to take this program out."

So, it is necessary to try to avoid the self-fulfilling prophecy's being either a terrible threat or an unbreakable promise. But you still have to find some way of doing it and of trying to take advantage of the fact that nothing is really going to be carried forward until it can be talked about, thought about, discussed pro and con. Only then can you get people invested in the decision.

I think this is, in the abstract, one of the largest problems we have in multi-campus systems: how we carry out the planning process where everybody wants to be the first to know. Yet you have to start somewhere, and when you say, "What if?" People, then, somehow start to think, and, the next thing you know, they say, "Since that, then what else?" I will stop here.

John J. Theobald: I have found very few people who are concerned about whether they have their way on a thing, provided they feel they are being involved in the process of getting there. Developing this sort of relationship often calls for a very special skill. I think it has many advantages if you can really develop it. Your natural leadership comes to the fore.

You ought to give considerable attention to developing this skill with anyone whom you are preparing for administration, be it faculty or staff. He or she must learn the ability to promote constructive participation on the part of staff in the discussions that precede the making of judgment and, yet, gently maintain the leadership role.

I don't know how you achieve that here because our stateside customs and social relationships are somewhat different from yours. We have a

fairly well established set of mores that let us proceed that way provided we have the courage to do so. Even then it's not always easy because sometimes we too are emotionally involved and are fearful that we may not succeed in attaining our ends. If this happens, my guess is that we had better take a hard look at whether or not we were right in the first place.

You folks have quite a different problem. You don't have nearly the faculty organization that we do or the well defined roles and rules. On the other hand, I must say, as I read the report I see a lot of evidence that you are moving toward real involvement. I think when you do that, just as long as you make sure that everybody knows where 'the buck stops' and where final decisions must be made, you build the strongest understanding by the staff of the decisions that are made; you get the fullest understanding of what those decisions will mean; and, by and large, you will have a willing, even, though not always happy, faculty and staff who will at least understand what you are trying to do and why.

Sol L. Descartes: We are now ready to have the participants from Inter American University ask questions. Do I see any hands?

Brian W. Irving: Well, I was going to say that in this administrative organization there is the question of centralization versus de-centralization.

It seems to me one of our major problems is the increasing complexity of administration in this university. In other words, the increasing complexity of the university.

What may have worked in the administration last year may not, necessarily, work this year. For example, I always like to think of the generals who are preparing to fight the last war. They are not looking ahead to what might be, but they are planning the previous war.

In our university, in one particular regard, I don't think we have enough centralization, or we have not had enough, in the sense that we need to standardize more our procedures throughout the university. I know that we have been working on that. But the biggest problem that I see at the present time, and that we have both in the central administration and in the local units, is that the increasing complexity of the operation means that we must keep finding new ways of solving new kinds of problems.

For example, when I say we are always fighting the last war, consider the case of registration. We fought a constant problem. We had to change our registration procedures. Well, OK, we planned to resolve the problems that we had last time, but, all of a sudden, we found that we had more students. So, consequently, even though we had taken measures to improve our registration procedures, they still did not work because we were fighting the last war.

So, I think our biggest problem right now, in local units, is that we need more direction in terms of standardization of operation. We must, on the local level and in the central administration, find proper ways of resolving these problems of increasing complexity.

Another example is in payroll. We have had (still have) one of the most outstanding people doing checks. Of course, gradually the university has been expanding and expanding, and she is doing a sort of one-person

operation. Well, you reach a point where it no longer works. Then you have to come up with a new system.

This is where the complexity comes in. If you remain approximately the same size, you can implement and improve a little bit. But the way we have been expanding! This brings about most of the major complexities of the administrative organization both at the local unit and the central administration.

John J. Theobald: Isn't it a problem, really, of how quickly you can react to changes? That is why you need administrators. If you could 'set' the whole operation and not change it, you would not need administrators. All you would need is someone to see that everybody follows the rules. But the question of how quickly your structure permits you to react, to change, and to adjust is really the key to it.

G. Bruce Dearing: It is a matter of approach, also--one of trying to discover the common elements in those items which can be generalized, or can be standardized, and leaving separate those in which there is uniqueness and a necessity for the administrative response. This is one thing we have done rather badly, I think. In most academic institutions, we deal case by case with what ought to be routinized, and we sometimes put down iron-clad rules on things that are really so various that a rigid approach cannot work.

John L. Swink: As I have seen the frustrations between the individual operating unit and the central campus or the central administration, the most

frequent source of frustration is a question of whether there is a clear path that goes up and down, or whether there are two or three routes that may cause the central administration to play against itself. Is there a pretty clear path? That is what I am asking.

Brian W. Irving: Yes, I think so. We have that.

I think the problem may be that it is going to become more complex for the people in the central administration because the problems are greater. Therefore, it is going to be more difficult for them to respond as rapidly as they have in the past. I think we have this rapid response, and amazingly so in certain cases. But I think that now, in the central administration, the decisions are becoming more complex. It is more difficult simply because they have a much larger operation than they had in the past, and the problem of communication that we have is, for example, in my case--and I know Dr. Dearing mentioned this in his San Germán report--that it is sometimes more difficult for me being in San Germán because I am away from San Juan. It is a little bit easier for these people to communicate in the metropolitan area. I think this is a problem we must put a great deal of time and effort into solving, and this is one of the things that may possibly delay response--simply the distance.

Albin O. Kuhn: I judge that there is, and, although I do not know Inter American University well at all, I sense there is an availability of persons, that, in fact, you can talk with the President, you can talk with the Vice President. I sense this is one of the real strengths that makes today's operation work.

Brian W. Irving: I think the biggest advantage in our university, and the reason --I think one of the reasons--why we have succeeded, if I may use that

word, is that we have the ability to change. I think this is one of the things--I hate to mention this in our sister university--I think one of the problems they are running into at the University of Puerto Rico is the difficulty of bringing about change, whether academic change or administrative change, to meet the problems which they are presently confronted with. I think we have the advantage for, in fact, we have been more flexible.

But, again, as I see it, the major problem is this increasing complexity; the problem that the central administration may have is the fact that there are so many more important decisions to make and that, possibly, the response may be more difficult for us to get. But we have been getting it.

John J. Theobald: I was going to raise that question because there is the other side of this story. When authority is close at hand, you tend to go to it with a lot of things you should not go to it for at all. It reminds me of the study that they made in General Electric some years ago in a search to identify potential administrators there. They found no consistency or pattern among their administrators, neither as to their characteristics, their type of behavior, their education, or anything else. The one thing that they found in common was that their good administrators had been sent to the 'boondocks' in their early stages, where they could not get back to headquarters for an answer. They had learned to solve problems. So you do have a balance between the ease in getting an answer and the business of making decisions yourself when you can't get through to headquarters. That balance is a very tricky one. That, I think, is what gets complex as you grow.

Sol L. Descartes: Excuse me, may I now balance this with another participant.

Jorge F. Freyre: I would like to talk about this question of autonomy from the point of view of the San Juan Campus. I think that in the day-to-day operations of the campus, in many of the decisions we have to make at the campus level, we would, of course, like to have a greater degree of autonomy. That is a natural tendency when you are heading an instructional unit. However, I think that, in the case of the San Juan Campus, our relationships with the central administration are good. We have good channels of communication with the central administration, with the line Vice Presidents and with the President. And, since we are not asking for decisions that we should make every day at the campus level, we can get a fairly quick decision on those problems that affect campus life.

For example, the Vice President for Academic Affairs and the campus authorities are in constant communication. We meet regularly with the other Vice Presidents and Deans of Academic Affairs, and, in these meetings, we set policies for the whole university. There is good interaction so that we can bring out the particular problems of each campus to help shape university policy.

In the case of the Vice President for Financial Affairs, who is involved in most of the major decisions that we have to make for the campus, Mr. Zapata, even if he is located in San Germán, travels regularly to San Juan, and he has established a good rapport and a good way for presenting to him the problem and for getting a fairly quick answer.

So, I don't view, at this stage of our university's development, the problem of autonomy versus centralization as a major problem. Of course

there are day-to-day problems, and sometimes we get irritated at some minor things that don't get done as quicly as we would like. But I think the problem is under a fair degree of control at this moment.

G. Bruce Dearing: I think I would like to phrase Al's (Albin O. Kuhn's) question in another way and to speak to what you have just been talking about here. You box the compass. In addition to the tension between centralization and de-centralization, you have also a tension between functionalization and integrity. I think the question that could be put here is: how do you determine where to go when you are trying to get the answer? Which of the lines is appropriate?

For example: if there is a student who is killed in his next to the last semester, and there is some thought that he should be given his degree nunc-pro-tunc--is that a student affairs problem? Is that a financial problem? Is that an academic problem? I would think it should be academic, but I know that sometimes such questions completely by-pass the academic office.

Almost everything, as you say, has a financial component, and there is a tendency, sometimes, to take these issues first to the financial office to see if it is possible and then to the academic vice president to see whether it is desirable.

I wonder how you, here, work with the problems of trying to functionalize enough so that the work can be done. All problems have to be addressed somewhere specific, but you must insure the connections so that the answers include the various necessary components and avoid

a process of short-circuiting--when a decision is almost complete and then you discover that an important component has been left out, and you either can not do it, or you can't do it right.

I think this is a general problem. I am interested not only in how you get the proper distinction between de-centralization and centralization, but also in how you get the right point between functionalization enough to operate and integrity comprehensive enough to operate well.

Sol L. Descartes: It is not easy, I can tell you, because we have had the experience. However, the case you mention would come to the Vice President for Academic Affairs. That is quite clear. But that does not mean that in other cases there are not tendencies--and we have had to correct some Vice Presidents who have had these tendencies, I don't know why--to go to Mr. Zapata [Vice President for Financial and Administrative Affairs] for everything. I don't know why because the problem was under Dr. Bobonis [former Vice President for Academic Affairs] and is now under Dr. Crescioni [Vice President for Academic Affairs]; but, somehow or other, those things get straightened out, though the situation remains.

John L. Swink: That is a universal characteristic. You always get the answers [from your finance man], or you get an audience that is sympathetic, and then you are directed to the right place.

Sol L. Descartes: He [Mr. Zapata] thought that also; but sometimes, I mean, the flesh is weak.

Albin O. Kuhn: He [Mr. Zapata] tells them to go to the right place.

John J. Theobald: Well, there is something there, because, if they keep going to him /Mr. Zapata/, they must be getting the right answers.

Albin O. Kuhn: One thing has struck me over the years. I don't know whether this is just fantasy or not, but I really believe that a university leans very heavily on 'friendly persuasion.' Sometimes the emphasis has to be terribly much on the 'persuasion,' and sometimes it has to be terribly much on the 'friendly' side. But, really, I wonder. As I meet those of you who are tangling with the matter of how to keep this university a viable institution, I believe you understand the business of 'friendly persuasion.'

Sol L. Descartes: Well, it is standard operating procedure, accompanied by humor and by putting things in a more or less humorous way. It is only as a last resort that the book is brought out and cited. Very few times, I am glad to say, do we have to do that.

Juan González Ramos: I would like to have our guests' experience on the extent to which improved budgetary procedures could contribute in a significant manner to the solution of some of these problems.

Albin O. Kuhn: Improved budgetary procedures?

Juan González Ramos: We have been talking about principles and problems and how they match. This has been a sort of conceptual type of exchange. In terms of instruments of administration, to what extent, in your experience, have improvements in budget formulation and implementation contributed to enhanced participation, quality and quantity, administrative performance and so on and so forth?

Albin O. Kuhn: Good. Over the years, as you watch an institution and how it is progressing, it seems to me (and we were discussing a little bit the

impact of those who deal with fiscal things and those who deal with academic matters), that an institution has the tendency, at certain stages, or certain periods, to be very heavily ruled, if you will, by academic considerations, and then for certain periods (either by necessity or by natural feeling that we had 'let it go' a little too much) to be ruled very heavily by fiscal things. It is a sort of constant balance back and forth.

Now, at the present time in a number of institutions, we are experiencing --whatever you may call it--belt-tightening, efficiency-oriented measures, all of these things. Without any question, everybody agrees that this is going to be a very healthy experience for the institution. Once having agreed to that, everybody turns his back on it and tries to figure out who else is going to make the contribution that will reduce the budget.

Now, if you can quickly get past that first stage and realize that, in fact, each one has to make a contribution, then better budgeting can produce what a budget is really supposed to be--a blue-print of what the institution wants to do and where it puts its resources.

One way we are trying to do it these days is to identify the bottom 10 percent of the money that you can least well justify. We were asking our administrators to identify it. Finally, when nobody would do that, we said, "Identify everything, priority-wise."

John J. Theobald: It is a funny thing, but very seldom does an administrator accept with relish or pleasure the concept that he should cut 10 percent. But I will have to say to you that, if he permits the business manager to

cut that 10 percent, he is not doing his job. This is what you have to keep in perspective: the facts are that you have to cut 10 percent; now, where? Who knows better where than the administrator?

Albin O. Kuhn: What would you do when he won't identify?

John J. Theobald: Ultimately, if the fellow really won't, you have to say, "All right, I will do it." But when you do that, you have got to recognize the fact that you have an awfully good chance of making a mistake.

Sol L. Descartes: Dr. Swink.

John L. Swink: One of the things that has always bothered me about cutting the budget is the tendency to do it the easy way. If you need 10 percent off the bottom line, you just approach everybody and tell them to cut 10 percent. I have always contended that this probably did more damage to the academic program than anything else you could do.

I think that you have to approach it in some way to find out if and where there is this 10 percent in each program. Then central administration or some group together with central administration has to determine the priorities for the whole university. Otherwise, a 10 percent cut in one program may completely ruin it while a 10 percent cut in other areas might be, you know, only a healthy or therapeutic cut.

G. Bruce Dearing: I think we are all trying to learn. Again this is somewhat different from your own situation at IAU. We will reveal today and tomorrow that we are preoccupied with a necessity to retrench and to try to figure out how.

It seems to me that an answer to the question is that we have to get much more refined in our concept of what program budgeting is, to get away from the concept of the mere protection of vested interests or incremental budgeting, and to get back to the notion of the blueprint, as Albin (Albin O. Kuhn) said.

I would certainly would agree with John (John J. Theobald) that there is great danger if you simply take 10 percent out of everything, even if you let the individual administrator do this. The history of the programs will have been different, and the tendency, then, is for the newest, the youngest--sometimes the brightest and most promising--program to be sacrificed merely because it lacks vested interest .

What we have been trying to do--not yet very successfully--is to get, by a first choice, an ordering of priorities because, as you say, very few people are going to volunteer themselves. But they can be persuaded to work in both directions by asking, "What is your most central program?" and, "What is most intimately connected in a support way with others?" as well as, "What is most nearly unique?" and, "What is least supportive, least productive by whatever measure?" Then you have a matrix within which you may be able to say, "This is a weak program which should be strengthened instead of being dropped," or "Here is a strong program which is, perhaps, oriented to the past rather than the future and, even though it holds its own, ought to be phased down in favor of something else that looks to the future."

So, the present circumstances require us to try to operate in quite a different way from anything we have been accostumed to. We don't have experience with phasing down. We have a lot of experience with growth; but, in both cases, there are some principles that we have known about that we have not been forced to put into effect.

When we speak we sometimes use a very awkward metaphor. I agree with trying to accomplish what John Swink speaks of: "surgery rather than starvation"--to keep from diminishing everything or forcing an across-the-board cut--but that is not really a very good metaphor. I would rather ...well, we don't have any very good anesthesia. Perhaps we ought to think about therapy instead of surgery.

Sol L. Descartes: One way or the other, I think that one of the distinguishing characteristics of this university is that it had to face these hard choices of doing things differently rather early. We had to do this in the '68-'69 and '69-'70 academic years, and, let me tell you, it was surgery, and surgery without any 'ifs', 'ands' or 'buts'. We just simply lopped off almost entire departments. This, plus some favorable enrollment increases have recently provided us with some resources to apply to our capital investment needs. I like to put it that way because I never use 'profits' any more. I never use 'profits' just as if the word didn't exist, because they are not 'profits', it is just the capacity to apply resources to the need for capital investment.

I think it is time to ask our observers if they have written any questions and to request that they pass the questions to me so that there may be some

opportunity for participation. Do any of the observers have any questions they would like to ask?

Incidentally, I think this session is progressing very well, and we are enjoying the opportunity of benefitting from our consultants' wisdom. In a sense it is not wisdom only, but also the capacity derived from having dealt with these problems.

Any questions, Mr. Planell? Mr. Planell is a member of our Board of Trustees. We will exempt you from writing the question.

Israel Planell: I want to dwell a little on the phrase used by Dr. Kuhn which I like, that of 'friendly persuasion.' In many institutions there are some people whom, it can be honestly stated, many of their colleagues approach before tackling the chief administrator. Usually the answer the colleague gets is the right answer. It avoids problems between both the asker of the question and the chief administrator, and that is enough. It is just a matter of 'friendly persuasion.'

Sol L. Descartes: Does it help or does it hinder?

Israel Planell: It helps, depending on the friendly approach. For instance, in this institution I know that, very frequently, people approach Mr. Zapata /Vice President for Financial and Administrative Affairs/ before going to the President, and they get the right answer. Then--no more problem. Sometimes they approach Dr. Bobonis /Consultant to the President, formerly Vice President for Academic Affairs/.

John L. Swink: That might be a political situation rather than an academic one.

Albin O. Kuhn: President Descartes, the reason I brought that up is knowing that Glenn Christensen is from Pennsylvania and that that is the home of 'friendly persuasion'... (laughter drowns out rest of speech).

John J. Theobald: I think your point is, and it should be pointed up, that if you go too far in terms of those who have access to administrators, it can result in a situation in which administrators literally don't know what is going on.

Albin O. Kuhn: You don't have any time to do any real thinking.

John J. Theobald: That is right. So you have to keep a very careful balance here. You have to see that things are routed through the normal channels. Even though you may very well be able to give advice and help, you must make it clear when that happens that you are not making the decision and that the regular channels must be followed.

Sol L. Descartes: I have a question from Dr. Kalantar of the San Germán Campus and I think that it is very flattering to one Vice President of the University, but I think the question is based on a wrong assumption. The question is this: "When people go to the Vice President for Financial and Administrative Affairs to ask for the resolution of problems, does he not help as the chief administrative officer after the President of the university?"

In the first place, the chief administrative officer after the President of the university is the Vice President for Academic Affairs. I have repeated this a hundred times. Since I am a person of financial background, this is one of the things that I have to fight. Even my enemies, when they want to say something that appears objective, say, "Oh, the financial administration is excellent, but what about the academic?" So, I say, "No, in our

administration, the second ranking office is that of the Vice President for Academic Affairs and the Vice President for Financial and Administrative Affairs occupies the third position."

But I think it is a good question. May I now repeat the question, "When people go to the office of the Vice President for Financial and Administrative Affairs to ask for the resolution of problems doesn't he help as the third ranking administrative officer of the University?" Would one of you like to take this matter up?

John L. Swink: They used to say I had the veto power (as Vice President, Finance, of Rutgers University). I think your explanation--that preceded the final asking of the question--is a very valid one simply because that is the way it should work. However, I think that the Vice President for Financial Affairs within the framework of the duties assigned him should solve whatever problems he can until it starts to encroach upon policy, and then he should seek the advice of such people and officials as may be appropriate.

I would submit that 95 percent of the problems which are truly financial problems should be solved by him (the Vice President for Financial and Administrative Affairs) within the context of the policy that has been determined by the university for the operations of that kind, and for you or anyone else above him to be answering financial questions that can be easily answered by him is a waste of your time.

Sol L. Descartes: Absolutely. This is one area in which almost the total of what we envisaged has been achieved. I can't say that for other fields, but in this field that is the case. We are very happy about it.

John L. Swink: One thing that I have always found is that too many questions that should be solved below the top level are being asked of top officials, and, actually, much of their time is wasted. It should be spent on what is going to happen tomorrow, next year or ten years from now, rather than on the day-to-day operation. If you have got a corps of administrators, then very much of the operation of the university should never even come close to central administration except to keep it advised that policy is being carried out.

Sol L. Descartes: And as a matter of fact, only when it touches on new policy or something like that. But if the policy has been well established it should not be necessary. We are embarked now on an effort to return as much work as possible to the Vice Presidents. My principal assistants are the Vice President for Academic Affairs, the Vice President for Financial and Administrative Affairs and the Vice President who is my top assistant. That is Mr. Rivera Cidraz who has had considerable experience in university administration for several years and who had to run the Rio Piedras Campus of the University of Puerto Rico when there was not even a Board of Trustees, facing the FUPI /Pro-Independence Federation of University Students/, and all the socialist student groups, and everybody else on his own. He also has directed the budget of the Government of Puerto Rico. The four of us are embarked on an effort to return as much of the work as possible to the Vice Presidents who ought to be doing it. But this is not the case in the field of finances. That is, as I said before, an area in which we are fairly well advanced.

John L. Swink: Maybe we ought to give the man who asked the question rebuttal time. Maybe we haven't answered his question.

Sol L. Descartes: Good! Mr. Kalantar.

Kenneth E. Kalantar: A slight confusion. In studying the report, I had understood that the Vice President for Academic Affairs is the chief officer for academic matters, as it says in the report, and that the chief financial officer is the Vice President for Financial and Administrative Affairs. I think that we should not forget that he is also the chief officer for administrative affairs as well as financial affairs. That's the reason I asked the question in that way.

Sol L. Descartes: Yes, but as a matter of priority, as long as I have anything to do with it, my greatest priority is the field of academics and the need to finance the university really has only one purpose: to strengthen its academic life because that is the university. The purpose is not just to be an efficient financial operation.

John L. Swink: I would still think, though, that the answer which I gave will apply to the question even within the concept of the policy laid down. You should know what your people think 95 percent of the time, and, if Mr. Kalantar has a question in his mind, then the question may be more widespread.

Sol L. Descartes: I think that it exceeds 95 percent because we work very closely together.

John J. Theobald: Is not the answer that a faculty administrator gets from a business manager the critical thing here? We go to the business manager because we want to do something, not because we want to spend money.

The business manager says 'no' and we presume, or we tend to presume (and we shouldn't), that what he is saying is that the idea is no good. What he is saying is that, according to the plan that has been set up, there is no money for this idea and that you have to change the plan before he can help you. That is a very important distinction, I think.

Sol L. Descartes: I think that this is now fairly well understood. Any new problem on academic affairs would come to the Vice President for Academic Affairs.

Lavinia H. Crescioni: I would like to add to the discussion. There are two more important elements in dealing with the complexity of this university. These are the way that we follow up. This is something that is done, I would say, vertically and horizontally. If a problem reaches my desk and, if I feel that Mr. Zapata has to be involved, I do not hesitate to call him right away. If there are items in the proposals that I am receiving that have to be known by him before I really look into the problem more deeply, I call him right away and we discuss it informally. The same thing happens when a problem reaches my desk from one of the Vice Presidents if it affects other Vice Presidents. I get in touch with them right away. So its the follow-up on the one hand, and, on the other, the communication which is always taking place, back and forth.

We keep in constant touch in spite of the limitations of the telophone company. We do manage. We travel a lot, and we go back and forth from one end of the Island to the other. This really helps in dealing with all of the problems that we have been examining this morning.

Sol L. Descartes: Let's not give the idea that we have solved the problems. We still have to travel more and communicate better.

Coffee Break

Sol L. Descartes: I want to stress that the main concern of this University is the (I don't like to use the word but I have to because I don't find another word to express my meaning) quality of its teaching, the quality of its academic work. To demonstrate this fact in our meeting today, with your permission, I am going to alter the order of topics and pass over planning in order to take up our instruction at this time. I think Dr. Dearing will be the initial speaker on this topic. Dr. Dearing.

G. Bruce Dearing: Like others of the consultants I have been impressed by the quality of the materials you provided to us. As one who had some responsibility for writing part of a comparable paper for a seminar we had in the State university system, I know how difficult it is to draw these things together, and I'm really impressed by the articulateness and precision of this document.

There are really two elements to be approached in the matter of instruction we are addressing here. One relates to the problems, opportunities, and special characteristics of multi-campus universities generally; the other concerns those that are rather specific to this institution. I'd like to offer a few observations under those two heads.

One of the major considerations in instruction is that of the appropriate faculty role in curriculum design, both what that role could be and in what style it should be carried out. Another is the question of

the appropriate administrative role in the coordination of program and curriculum design. We have been addressing those questions in the past half hour or so, but we have not been looking at them from the standpoint of instruction.

In development of curriculum there is always a question of appropriate diversity, ranging from "unique" programs (unique to an institution, unique to one of its segments), to replicative or duplicative offerings. Academic planners are concerned with the degree to which programs are complementary, comprising a comprehensive whole for the total university or for the total campus; the degree to which there is or should be useful replication (for example, you need to have a program in biology at a great variety of places but you may not need to have a program in advanced German in more than a few places); and the degree to which there is wasteful duplication. Growing out of a concern for excellence or, under the impetus of a particularly aggressive or ambitious dean or department chairman, a program may develop primarily because a faculty would like to offer it or has that capacity, rather than because there is a demonstrable need, particularly when comparable programs are already well-developed elsewhere in the system.

One of the approaches to finding the right place along the line between absolute uniqueness and wasteful duplication, for individual campuses or for a total system, is to look at the stated and understood missions of individual campuses. Within a multi-campus system, planners can then try to determine differential missions, identifying elements which

are most clearly essential and most nearly unique, and others which are only complementary, replicative or, in some instances, duplicative. The missions ought to be rethought periodically to make them leaner, and more efficient. In these times, however deeply into the red or black the institution is, there can be no defense for the expenditure of scarce educational resources in a way that is not really productive.

As a general problem in the development of academic programs and in curriculum design, there are at least three competing models for such development. One of them is the consumer model, and that model is, in some respects, implicit in IAU's service orientation; i.e., wherever there is an identifiable body of students that wants a particular academic program, IAU would like to provide that program if it can. There is a philosophy of education that considers it to be entirely a consumer undertaking; whatever the student wants to learn should be offered to him. This idea has been generalized to the point that, whatever the students in a particular region or in a particular enrollment want, they expect to be given.

There are sound arguments for trying to make that goal a reality. But there is a different model which is embraced, sometimes, by foundations, by legislative authorities, by those supporting student aid, and by certain administrators. Instead of a consumer model, they prefer a manpower model, whether looking at it from the standpoint of employability or from the standpoint of social need.

Many institutions have undertaken academic programs that were really forced upon them by the demands of a local industry, by the pressure

of a particular professional group, or by employers seeking an expanded labor market. Such legitimately interested groups may urge, and even initially support,the development of programs that really cannot be viable from an institutional standpoint. There is a question of not merely immediate employment, but of subsequent career opportunities. There are some who say that you should not enroll a student in a program unless he is quite well assured of having a job at the end of it. This makes a problem for all of us, IAU included, with our programs in teacher education. Suddenly, for a combination of reasons, we appear to have more trained teachers than there are appropriate positions for.

On the other side, there is a matter of the needs of society which sometimes are not immediately reflected in the employment market. For example, if we trained only the number of marine biologists for whom there are jobs already, we would have very few such programs. Nonetheless, we are aware of the fact that, as we begin to do what is necessary in farming the sea, addressing ecological problems in trying to preserve the oceans of the planet, there simply have to be more people trained in this particular scientific field. So institutions are responding to principles of social need that may be quite different from the principle of immediate employability.

Finally, the third model--one we get accused of following too assiduously--is that of the self-determined institutional preference. Institutions elect to teach particular programs because of a historical tradition in which they find themselves or with which they wish to identify, or in

response to the availability of the facilities or of the faculty to mount such a program. We really should not offer a program unless we have qualified faculty who desire to teach it and have the capacity to do so, and unless there are adequate facilities in being or in prospect. On the other hand, the mere fact that we have faculty that wants to do something, or a facility in which something could be done, is not in itself a sufficient argument for offering that program.

There are institutional as well as personal ambitions, arising sometimes from fiscal preoccupations, sometimes from academic preoccupations, but there are almost always upward strivings, aiming at the next step. Many two-year institutions would like to give a baccalaureate degree, and baccalaureate institutions would rather like to get into graduate work. These ambitions are fueled and powered by some very deeply ingrained and imbedded mores within the academic world.

One of the issues we can appropriately discuss here is the proper claims, and sometimes they are competing claims, of these several models: the students as consumers, society and industry as the consumers, or the institution as the provider, in determining what programs should be offered or expanded or curtailed.

There is another matter of general concern for all of us, wherever we are teaching or administering, and that is the question of the adaptation of instructional strategies. We can draw a distinction between conventional and innovative approaches, without quite being willing to say conventionality is either good or bad, or innovation is either good or bad in itself.

The traditional pattern of lecture, demonstration, and examination can be used with success in many programs and in many institutional settings, despite the fact that such an instructional strategy was being used many years ago, and despite the fact that it is characteristic of traditional education. But there are also areas in which modules of mediated instruction are much more effective, more efficient, more exciting, more adaptive, more flexible, indeed, than a classroom lecture, especially when learners are at various stages of preparation, or of development, understanding, and linguistic skill.

Independent study can be either very costly or very inexpensive according to the strategy within which it operates. Contract learning can be either a liberating undertaking which allows the student to capitalize on his motivation and to embrace the whole world as a learning resource, or it can be a very frustrating, angry, hostility-engendering kind of dependency when a teacher attempts to recreate a student in his own image.

There is much value in internship and in learning by doing, participating in one's own learning, possibly by serving as a graduate assistant, or by becoming a member of a discussion group in which the student is not only permitted, but actually required to bring his own experiences to bear on the discussion.

The approach through credit, not merely by examination, but by evaluation, is gaining currency. A thoughtful and responsible evaluator will not merely say, "You have worked for 30 years and so we will concede that you are at least a sophomore," but, rather, might say, "You have

had these kinds of learning experiences which have developed certain demonstrable skills, or allowed you to acquire a certain body of knowledge and, therefore, we will give you academic credit and not make you, as a mature person, repeat what would be for you an unproductive abstraction of what you have learned in a more concrete way."

One of our critical issues in instruction is the way in which we seek to preserve and enhance the value of traditional kinds of instruction and, where there are appropriate programs, bring to bear innovative approaches. We cannot afford to misuse television or the computer by doing very expensively and awkwardly through technology something that can be done inexpensively and skillfully by hand, so to speak. At the same time we cannot hope to address the differential needs of a great range of students without using a range of instructional strategies and differential modalities.

I've spoken of a desirable "creative tension" in matters administrative. I think that applies also to matters instructional. On the one hand we need, somehow, to find ways of avoiding the unchallenging free ride which makes the student feel good and think that he is learning and that he is not having too much trouble, but which does not stimulate him to learn effectively. On the other hand, we need to find ways of avoiding the dangers of producing intolerable pressures, of making a student feel that he is stupid because he does poorly on an examination for which he is ill prepared, or appears at a disadvantage in relation to classmates seeming to move faster than he does.

This is a particular issue, and perhaps a golden opportunity, when a student is one in a critical range of students and particularly if the instructional milieu is in more than one culture and more than one language. It seems to me that the appropriate structure is one that challenges the student, makes him reach further, keeps him from complacency and apathy and feeling that he does not really need to work, but on the other hand, does not turn him into a neurotic.

I do not know how many of you may have seen the film "The Paper Chase" which is an apostrophe to a particular kind of law professor who prides himself on the number of students he can drive to suicide because the survivors are really so tough-minded and so skillful and so effective. I find that a horifying idea, and I think that we can do better than merely say, "We're going to toss them all in the river and the ones who get to the other side are going to be good athletes."

To turn from general matters that we are all facing at every institution to those instructional matters that are rather particular to the nature of IAU, one is your commitment to bilingualism. Those of us who have served on teams visiting San Germán have looked with great interest, admiration, sympathy and shared puzzlement on this really extraordinarily difficult problem of how to teach effectively in a program with a genuine commitment to bilingualism. I know I applaud, and I think most others do too, the recent redefinition of what you are undertaking in bilingualism. Instead of really hoping or expecting to achieve complete efficiency in two languages, according to the documents here, you are really aiming at

proficiency in one language and passable command of the other, recognizing that complete proficiency is difficult to come by in any circumstances. But it does makes sense, and it seems to be an attainable goal in this university and in this community to have a good command of either Spanish or English, and a working knowledge of the other.

What you have said about your definition of the university's service commitment to the local communities establishes some particular requirements and curricular parameters for IAU, where you are dealing with a group of quite different local communities. I was sailing at Cabo Rojo a few days ago and was delighted to learn that the man in charge of the boat has a son at IAU. Everywhere I go in Puerto Rico, if I let it be known that I have a special interest in IAU, I find that this institution has touched almost anyone that I'm talking to. But the son of a boatman is in a different situation from the son of a physician or a lawyer; if these two students are in the same class or in the same university on different campuses, then that makes for a complex commitment. We are dealing here with an upward mobile Island population. Perhaps the range is less now than in an earlier period with considerable numbers of students from the Caribbean and from the continental United States, but this university still enrolls a considerable range of students. Some students require considerable remediation, not because they are not intelligent or because of a lack of motivation or virtue or deserts, but because of their particular previous school experiences and family experiences. Other students are highly gifted and are ready for advanced programs, honors offerings and

independent studies. This makes it exceedingly difficult to deal with all of them with equal effect unless one resorts to the devices of functionalization and differentiation by campus, or by instructional strategies within a department or within a campus.

The regional colleges, it struck me, both in my own work a few months ago and again in reading this document, have a commitment to a remarkably broad range of programs, and perhaps something of an appetite for baccalaureate programs. I think one of the responsibilities that we all face in any system (and you may have a special version of the problem and opportunities at IAU) is to be sure (1) that the natural ambitions of a faculty or a particular university community are not fed to the point that the program gets too broad, diffuse, diluted, (2) that some test of cost-effectiveness is applied, (3) that the pattern of facility of transfer, the pattern of admission and counseling is such that students are placed in particular places with a critical mass of teachers interacting with the students and one another, with appropriate facilities such as laboratories and libraries, and whatever else is required for that particular program, and (4) that there is not an effort endlessly to duplicate programs and facilities, because it is not possible in even the most richly endowed system to provide the complete range of academic programs in every regional campus, every commonwealth campus, every community college, every arts and science college, or every university center.

It is extremely relevant to planning, in some degree to retrenchment, certainly to the assignment of priorities, and to the budgeting process, to

try to think in terms of effective critical masses, and of the appropriate functionalization among campuses and among programs.

I was interested to note in this very candid, as well as very useful, document a recognition that on the other campuses as well as on what is referred to as the mother campus in San Germán, there are certain residual expectations by those who learn and teach there, certain commitments to a liberal arts model, certain expectations of their being more equal than others in determining academic programs. These perceptions doubtless derive from the historical way in which IAU has developed, going through several phases, as you very accurately and appropriately refer to here. One has to take account of those historical factors without necessarily relying on them to be fully determining in these times.

One of the issues that was specifically addressed in the document is that of working on the quality of faculty. We note with admiration what you have done at IAU in making opportunities for leaves for faculty already in-place to complete degrees or to have additional learning experiences, as well as taking advantage of a changed employment market where there is a large pool of highly trained potential faculty not now readily accommodated in the institutions of continental United States where, until recently, they have been not only welcome but eagerly sought. Now they would still be welcome, but there are no longer open faculty lines or budgets to make many new appointments.

There are several things that IAU is doing and perhaps can pursue even further: the facilitation of faculty in-place to add to their qualifications,

sometimes by completing the doctorate of philosophy, sometimes, perhaps more appropriately, a master of philosophy or a teaching-oriented degree --perhaps the doctorate in arts which is now taking root in some institutions. It is, quite frankly, oriented toward teaching rather than toward research. As of course all of you know, individual departments and individual institutions vary greatly in the meaning of their Ph. D. degrees, some of which are really heavily Germanic research-oriented degrees which not only do not require any teaching experiences but actually frown on it. But others are recognizing that they are preparing students who are going to devote most of their time to teaching rather than to research, and rather heavily emphasize the elements of pedagogy and of communication and of social psychology, rather than a narrow concentration in a discipline.

If you are undertaking to capitalize upon the current oversupply of well-trained Ph.D.s, you face again a problem of supply and opportunity. Probably very few of such potential appointees will be initially bilingual, but it may be possible to take some trained Ph.D.s and to make them more nearly bilingual through a training program, rather than to select an already bilingual person and get him a Ph.D. One can start from either end, but there must be a largely unexplored possibility, if one can hit on the right means, of facilitating the improvement of the language capacity of persons who otherwise have the kinds of training and the kinds of characteristics that will make them very good colleagues at IAU.

I would like to make a comment related to the idea of rethinking liberal education. I do not believe it is inappropriate for San Germán

and for many of the departments here in San Juan and in the regional campuses to think of themselves as basically liberal arts oriented because that has for a long time been an avenue to learning how to learn and to being adaptable and useful in a great variety of employments. And you are already familiar with the thought that virtually everyone here is in his second or third or fourth career, and that very few of us have gone directly into a position for which we were trained and stayed right there.

In the rethinking of liberal education, perhaps we need to retreat to some degree from a narrow disciplinary orientation, and to be sure that liberal education has components of social sciences, sciences, and humanistic concerns. There should also be some thought given to the aspect of continuing learning and of adapting to a variety of circumstances and requirements for further knowledge.

We might look at other than the traditional liberal arts, i.e., biology, history, arts, etc., and think of education, for example, or of engineering or of mathematics as being enlarging, liberal, and a no less appropriate base for adaptation in a variety of ways and places.

This is one of the issues that many of our institutions are facing apropos of nursing; in some areas there is a great drop in the employment prospects for nurses. On the other hand, if one is going to be a parent, if one is going to be a member of society and if we are moving into higher expectations for longevity and higher expectations for the general state of health, it may be that nursing could provide at least as good a general education as would a degree in history, or a degree in anthropology.

In the case of education we are well aware of the fact that many of our students are taking the degree in education as a second string to their bow, even though they are intending to go into industry or into other social services, and if we look back to our curricula we will finally attend less to their degree of depth and more to their degree of adaptability. Higher education does not really need to respond quite so sharply to the employment market as it tends to do. We need to do a very careful job of advising students, but, independently, they quite quickly respond to the barometer of employability. For example, enrollment in many programs in primary education is sharply down because the word has got around that there are few jobs open in the schoolroom. Perhaps enrollment should not have gone down quite so far, if one considers the nature of the program in the training of primary education teachers, and the adaptations available to someone educated to teach.

Finally, I will say a word about the missionary concept in education. Missionary spirit can be defined in a variety of ways in most institutions and, perhaps, particularly at IAU. I believe that education is always to some extent a missionary undertaking. An educator endeavors to increase the amount of skill one has, to perfect the understanding one has, to shed that illumination and to encourage the sharing as widely as possible.

But there is a certain element of arrogance that goes into missionary activities, and to the degree that there is any toploftiness or any notion that one should affect other people by making them like himself, or take people from one culture and acculturate them to a different culture, higher

education needs to recover humility. There may be a problem in trying to take advantage of IAU's very productive and creative missionary origins in days of Dr. Harris, and in not allowing them to be stained with any of the arrogance, or the narrowness, or other negative elements of the missionary spirit, and at the same time allowing that spirit to be illuminated by the Jeffersonian ideal of education as a way to improve the quality of life, and to increase the capacity of a democratic society to renew and restore and maintain itself.

We can, perhaps, study together redefinitions and appropriate composite models for the development of curriculum, the development of our instructional strategies, appropriate concepts of liberal and liberating education, and can translate those concepts into our actual programs, redefining the missionary undertaking in which we are all engaged.

Sol L. Descartes: Thank you very much, Bruce (G. Bruce Dearing). I have thoroughly enjoyed the visionary aspect of your presentation. I come from a liberal-minded, almost Dutch Catholic family. I have to dwell upon it. I think its exceptionally good. Dr. Theobald.

John J. Theobald: I place a totally different emphasis on it, not because I disagree, but because I want to bring out another side. When I was down here looking at the community colleges, I found it all but impossible to find a high school graduate who had had any science background. The biggest problem that I saw as I looked into IAU problems was the question of how does anyone get a sufficient number of high school graduates adequately prepared to take the courses that we would normally take for granted, even in our community colleges.

Well, I think when you start emphasizing degrees for your teachers, you may be driving teachers further away from an understanding of the needs of these youngsters who are not yet ready, in many cases, to really get into the intensity of college subjects, and who somehow have to be brought along, beforehand.

I would ask what have you done about improving high school education in Puerto Rico as more and more people want to go on to college? What have you done about seeing to it that you have faculty who know something about education, because there really is a skill that is important there, even though, at the college level, we rarely recognize it. You are going to need people who have this skill if you are going to take in youngsters who have not had adequate preparation. Certainly during this period when you are building the high schools up to a greater demand for performance, the colleges will need teachers who can modify their own performance so as to effectively take the student from where he is when he comes in and carry him forward. I just throw that in as the other side.

Albin O. Kuhn: It is really not the other side. Is the emphasis on science at the secondary level or is there an increasing emphasis there?

John J. Theobald: That is what I am asking.

Augusto Bobonis: Let me give the facts as I believe I know them.

There have been some efforts to improve the teaching of science and mathematics in our high schools. An example along these lines is the establishment of the policy that two units of math and two units of science need to be approved as a requisite for graduation from high school.

This policy was made effective three years ago. Before that, only one unit of math and one unit of science were requisites for high school graduation.

However, even after the new policy was established, scores on the college entrance aptitude tests continued to decline, as had been the case during the previous nine years. This phenomenon has been observed in the U.S. during the last twelve years also.

Nobody has been able to give a satisfactory explanation of this decline in scores, although a number of conjectures have been suggested.

The Secretary of Education is very much much concerned about the decline in scores and about the improvement of the teaching of math and science. He has decided to appoint a commission to study the ways and means through which a significant improvement in the achievement of students in the areas of math and science may be realized. Important steps can be taken to achieve this goal. However, I am convinced that some financial investment is necessary for this purpose.

The National Science Foundation programs, established in 1954 to improve science and math teaching in the United States, had some impact in Puerto Rico though not enough to prepare the number of teachers we need in these fields. In the continental United States, enough teachers were trained to satisfy the country's needs.

John J. Theobald: Don't you then need a program at the college level that would diagnose these weaknesses?

Augusto Bobonis: These weaknesses can be diagnosed through the College Entrance Examination Board tests.

John J. Theobald: No, I am not thinking in that sense. I am thinking that in all fairness we never build on all of a subject. You may have to diagnose what this youngster does not know in algebra if you are going to move him ahead to something that requires it, but it may be only one or two things, even though he seems very weak, and you can teach him those two things without giving him a course in algebra.

But I think you have to face up to the fact that there is no sense getting great scholars for teachers if you don't have a student body that is ready to accept them and grow with them.

Augusto Bobonis: Some efforts were made at the San Juan campus a couple of years ago. However, I wonder if the teachers who prepared these tests have the expertise necessary to diagnose those weaknesses. We are trying to do something reliable about this.

I am sure my colleague, here, Dr. Crescioni is going to do an excellent job.

Lavinia H. Crescioni: I want to add something to what has been said, and this has to do, specifically, with what Dr. Dearing mentioned and what Dr. Theobald said in response to his presentation. I believe that, because of our service orientation and what we mean by it, because it has to be defined, we have to think in terms of our faculty.

Their quality does not depend only on the degrees they have earned but on their ability to cope, to teach, to motivate, to innovate, and to deal with the limitations that our students bring with them when they come to us. So, I would define quality of faculty (in our particular situation) not only by

looking at their degrees, but also, and this is something that we actually do, by looking into their ability and their desire to help our students.

We are aware, because of what Dr. Bobonis mentioned, of the limitations with which our students come to us. Their College Board scores are not extremely high. However, they meet our admission requirements. We do get students who have to have remedial instruction and individual attention. We are really considering this aspect of the problem as a very serious one, as one that has to be dealt with in the very immediate future.

John H. Theobald: One thing that I am trying to get across is that, like all standards, the American standard of Ph.D. for Assistant Professor is an artificial standard. It works pretty well in the situations where you have lots of Ph.D.'s to choose from as in the continental U.S. You don't have that kind of situation. You have to think very seriously about how much effort you want to put into the raising of the degree level of your faculty and how much you want to put into getting youngsters ready to have the best chance to grow and thrive in your curriculum. That is not an either-or situation. It is something where you have to look at both sides constantly.

Lavinia H. Crescioni: I agree with you. We have to look into both aspects and especially when it becomes clear that for many, perhaps the majority, of our students this is the last chance they have for a formal education.

Albin O. Kuhn: I would like to ask one question of my colleagues: you don't mean that in getting a Ph.D. you throw away all common sense, do you?

John J. Theobald: No, what I am saying is that it is one thing to have a situation where Ph.D.'s are going hungry and you can make your choice, and quite

another where they are scarce and the student is not ready to accept the level that Ph.D.'s normally expect.

Sol L. Descartes: However, may I make one comment because I have been one of the ones that has been pushing these Ph.D. degrees. I am cognizant of all the limitations, but I am also cognizant of the fact that the Ph.D. does not do any harm and it may help somewhat, even if it is not the one most effective thing. I think the other alternatives for improvement require much more complex and difficult things. So when you are confronted with how to improve, how to break out of the problem, you have to use the system that you think might work under your circumstances. Improvement through internal development requires the machinery, requires the capacity--which we are striving to attain but which, to say the least, was rather rudimentary at the time. Therefore, in the absence of any better way we chose that as one of the ways of improving faculty.

John J. Theobald: I didn't want to criticize the hiring of Ph.D.'s.

Sol L. Descartes: No, but I am very cognizant of the problem since I lack a doctoral degree, and all the "doctor's" I hear are by courtesy of my friends.

Albin O. Kuhn: That is the hard way to earn them.

Sol L. Descartes: Well, in sum, we had to do something and this seemed one measurable way to work toward faculty improvement. Dr. Crescioni, do you want to say something?

Lavinia H. Crescioni: I would say that both of them are important, that we care for the degrees earned by our faculty, but we also have the responsibility of doing the additional training, of giving them additional training so that

they can deal not only with the facts of the subject matter they teach but, at the same time, deal with the deficiencies in learning skills that their students do have.

John J. Theobald: I hate to be always interrupting, but getting a doctorate in education in the required subject matter, rather than the pure research Ph.D., might be considered.

Sol L. Descartes: May I perhaps, with a show of prejudice on my part though I don't want to sound too critical of my friends in education, say that I have found, with a few exceptions, that the doctorate in education does not demand the same levels of intellectual acuity.

John J. Theobald: Well, I have reservations about your conclusion. I suspect it is more likely to be a difference in the area of intellectual interest rather than level of acuity.

Augusto Bobonis: I agree that it is not essential or necessary that faculty members have the research Ph.D. to teach college courses. There are excellent candidates with doctorates in education in subject matter fields that can perform at a very high level of efficiency. For example, they may not be excellent mathematicians or physicists, or chemists, but they can be exellent teachers in these fields.

John J. Theobald: I think that is the point we have to keep in mind. The Ph.D. is a valuable thing, but it is not a guarantee that that person is an educator. When you are looking at Ph.D.'s, you may find it very difficult to find the ones who can meet these other needs. I would still strive to upgrade the faculty degrees, but not at the expense of teaching skills.

G. Bruce Dearing: A response that has occurred to me is that we tend to measure things measurable, and that it is exceedingly difficult, just as Dr. Bobonis says, to find the kinds of examinations that will allow us to use the diagnostic approach for teaching. But this is true not only for dealing with students; this is true for dealing with faculty. We share throughout the educational establishment the problem of devising some evaluative procedures which are really appropriate for development rather than for punishment or mere discrimination. I think we have some opportunity to share throughout the profession.

In the matter of the diagnostic-prescriptive work for students, you are undoubtedly acquainted with the module-math-remediated-instruction program, which really helps a good deal because it is not a whole course. It is a series of specific things. With a number of people working on the applications, there is some hope of not having to re-invent the wheel everywhere and of being able to get economy of scale by very wide use.

There are some other programs less well developed than math, in the teaching of English, which we can hope to take advantage of as they are further developed. The College of the City of New York has taken some leadership in that, and I have seen the first five programs, or so. We are hoping to be able to use them, and they might be of some use to you.

If we could capitalize upon the communications system, so that we know when and where these things are, it would assist us. It seems to me, from material that we have all read here, that you are doing a great deal with the resources you have available.

Albin O. Kuhn: Does the communication from the students to the campus and to the university as a whole say that you have fairly good teaching?

Fernando L. Ferrer: What was the question?

Albin O. Kuhn: It is an impossible question, but does the communication from students say that IAU, by and large, has a pretty good teaching staff?

Sol L. Descartes: May I suggest that we hear first from the persons who are dealing with the student body directly at the campuses? Can you begin Brian? What are the feelings that you get from the students?

Brian W. Irving: If one goes by the questionnaires and so forth which the students in the past have filled out rating teaching, it's fairly high.

I am cynical or not as confident as I should be, maybe. I do believe, however, one of the things which the students have been telling me time and time again--that we do need more ways of evaluating the faculty.

I think that in many departments the teaching is good, judging from the results I get back from the students, which is very highly favorable and, I think, justly so. Of course this is on a departmental basis because we have more problems with some departments than others and so it is difficult to generalize.

I would say, for example, that in some of our science areas we are doing very well, even though, as you have pointed out, we have had difficulty with some of the faculty. There are some departments that are weaker, and, therefore, we have more criticism from the students.

But I will say again, I think we need to improve the student evaluation of faculty. This is what the students really want.

Jorge F. Freyre: I think we have to make a distinction between our full-time faculty and our part-time faculty. At the San Juan Campus, we are relying a lot on part-time faculty in some areas. I think that we, here, get more complaints about the part-time faculty than about our full-time faculty. That is one of the reasons why, in long-range planning, we are trying to strengthen those departments that rely heavily on part-time faculty. The devotion to teaching of part-time faculty is low as compared to that of full-time faculty.

In the case of full-time faculty, I think that the answer to your question is that the quality of teaching is fairly good in general. Of course we know of cases, of certain professors, that have been with the university for a number of years, and even have tenure, who have some limitations in communicating their knowledge to students. I think that is probably true of all universities. At Yale University I had a number of professors who were very good scholars but were not very good teachers. On the other hand sometimes you have the happy combination of a good scholar and a good teacher. But I think, as a whole, from the information we get from our students, that the situation is fairly acceptable for the full-time faculty and needs a lot of improvement in the case of the part-time faculty.

Sol L. Descartes: Félix (Félix Torres León) you have been unusually quite.

Félix Torres León: I think that the question is how students feel about our teaching. In the regional colleges students are fairly well satisfied with the teaching process. We have been giving the faculty a lot of training in this respect, and the students are fairly well satisfied.

Now, this year I have heard among the students of the colleges more dissent than at other times in regard to the quality of teaching. As a matter of fact, the issues that the students bring up in meetings with me and with the President are more academic than they used to be. So I think the students are now more concerned about teaching than they used to be.

Some of them are not very satisfied, of course; that is true. We are aware of it at the central office and at the colleges and are trying to do our best to improve the learning-teaching situation. At the regional colleges, of course, our main teaching interest is in the basic subjects.

I think that, as Brian (Brian W. Irving) says, it depends on the particular departments, and, of course, formerly, the majority of students who came to the regional colleges were mainly interested in education, with the result that we built up a very good faculty in that department. Now, the students know that the situation is changing on the Island and they have to get ready for other positions. I think this is why they are more concerned now.

Sol L. Descartes: Since I believe in altering the course as time goes by, and we have some student representatives around, I invite them to contribute by giving us the benefit of their views--no punches barred. Do you want to start Mr. Acevedo (Raúl Acevedo Castañeda)? Mr. Acevedo is from the San Juan Campus.

Raúl Acevedo Castañeda (Student): Yes, as for the teachers, the part-time teachers are worse. They don't give a damn for the students.

Sol L. Descartes: Juan (Juan González Ramos).

Juan González Ramos: We have to consider carefully our part-time faculty ratio, but they do serve an important function in that they provide students with contact with professional experience.

Fernando L. Ferrer: With respect to the complaints of students in regard to the quality of the professors, there has been a change in the attitude of the students during the last, I would say, three or four years. A few years ago students did not question the professional competence of their professors, and that placed a lot of responsibility on the professors for the material they were teaching. The feedback that I have been getting lately is that the students are voicing complaints because some of the professors show no special interest in the subject they are teaching and spend time on other matters. Apparently the students we are getting now are more conscious of the quality of the education they are getting, and, if the professor is not interested in the subject matter, the students are asking why the professor wastes their time on that which is not of concern to them.

Sol L. Descartes: Yes.

Jorge F. Freyre: I'm going to make some further comments on our part-time faculty because I want to make certain that there is a true presentation of the facts.

The fact that we have the most problems with our part-time faculty does not mean that we don't have a number of part-time faculty that are quite good and excellent. Some of them have been teaching at IAU for several years. The problem is that, since our enrollment has grown so rapidly in recent years, in some cases we find we have recruited part-time faculty that

are not well-prepared for the job of teaching. We solve this problem rather quickly, because we simply do not renew their contracts for the next semester. Therefore, we have some turnover in our part-time faculty. We are in a constant process of keeping the best and eliminating those that we have not done well. But in the Business Administration Department at the master's level, we have a number of part-time teachers that are as good as, or better than, the full-time faculty.

Sol L. Descartes: Yes.

Brian W. Irving: I would like to make one short comment here. Many students, as Félix Torres León was saying, are now more interested in academic matters. One thing, it seems to me, has been a myth. That is that you can't require more of the students than you do. Because of floods, we missed some weeks of instruction at the San Germán Campus this semester. We are making up this time during the holidays. Everybody said, "Well, there is not going to be anybody there; students are not going to show up." However, the only complaints I got were from some of the students because some of the professors were late or did not come.

Sol L. Descartes: Yes. Mr. Rivera Cidraz.

Elías Rivera Cidraz: I would like to ask a question of Dr. Dearing, but before that I would like to say that I think that one of the most delicate problems in the university is the maintenance of the quality of programs at regional colleges because I think there might be a tendency to lower the academic standards, and I would like to know how to safeguard against that.

G. Bruce Dearing: I think one of the ways is to try to be firm about not taking on responsibilities beyond the capacity of the faculty and facilities to discharge. If it is necessary, in order to avoid denying the students within a region their opportunity to get into science programs or to get qualified further in them, and if there is a dearth of fully-trained scientific faculty or of laboratory facilities and so on, technology, to some extent, offers the opportunity of taking advantage of course materials and mediated instruction: television tapes, video tapes, recordings, and things that are designed elsewhere to make up for that gap. But I think it inevitably lowers standards when you try to meet a social need, or a student need, through inadequately equipped instructors.

It is necessary, somehow, to try to match the needs with the resources and facilities, and, in some instances, you simply have to say, "There are only eight or ten of you, and however eager, we simply can't mount that program for you. You will have either to forego it or to find some way of going to an institution that is capable of offering it." This makes for some angry clients, of course.

Albin O. Kuhn: Might you trust, partially, to the technically oriented courses too often?

Elías Rivera Cidraz: I think that there are some courses that don't fit in the regional colleges, some courses that should not be offered there because you don't hire that kind of teacher there.

Sol L. Descartes: I see a really good argument springing at here between two schools of thought. Yes, Dr. Swink.

John L. Swink: Since I started my career as a part-time teacher, I am somewhat inclined to come to the rescue. At least I have an observation to make, but first I would like to ask a question. What kind of supervision do you give your part-time instructors? Do other faculty members supervise them? Does supervision come from the Dean?

Sol L. Descartes: Supposedly, the same as for full-time faculty. Now as to reality, I think I had better leave the matter to the Vice President and Executive Deans.

Jorge F. Freyre: In the case of the San Juan Campus, the majority of part-time faculty can be found in the Departments of Economic and Business Administration, and of Psychology, Sociology and Anthropology. Supposedly, as the President says, their supervision should come from the department chairmen. The problem that we have had in the past is that the department chairmanships, at Inter American, were part-time positions from an administrative point of view. Therefore, if you are only in your office a limited number of hours, that tends to create problems in your supervision of your full-time faculty and more so in that of your part-time faculty.

We have proposed, and the President has approved, a reorganization of the position of department chairman, in an experimental way, for the San Juan Campus. This is going to come into effect next January. The department chairmanship will be an administrative position with limited teaching assignments.

Therefore, I think that the supervision of the faculty, both full-time and part-time, will be improved tremendously. If the experiment is successful, I hope it can be used at other units of the university.

The other problem is that most of our part-time courses, at least in some of these five departments, are given in the evenings, and the department chairman is not at the university during the evenings, so sometimes the part-timer doesn't get so much attention. That is a problem that is more difficult to cope with.

John L. Swink: I have two comments to make. One is that, if you have to have a deficiency in the quality of your teaching, it's nice that it is in your part-time faculty because you can get rid of them easily. The other is that I've had some experience with a part-time education endeavor, in the form of a university college, and, in our particular instance, we did make it a part of the department chairman's teaching load or total load, not only to hire the people, but to supervise them, and because the courses were held in the evening was no excuse for his not supervising them. I would think that something like that could help improve the quality of your part-time faculty.

I do not think you should sell your part-time faculty short, because you have got tremendous talent out there that will teach from dedication and not for money. If you have a part-time person that is teaching for money, that's a real good reason to get rid of him. There are people out there who will teach for the reputation or from dedication and will do just about as good a job as your full-time faculty, and even a better job than some of them.

Jorge F. Freyre: I agree with you.

Dorothy G. Petersen: This is really getting exciting because we are into the real heartbeat of the university, the quality of the faculty and the quality of the academic programs.

Of course, many, many institutions are wrestling with these problems today and they are saying to themselves, "How good are our faculty? How good are our academic programs?" They are not satisfied with saying, "We think they are good," or "We think this program is good; we don't think that one is good." They are trying to really find evidence, "How do we know that this program is good?", or "How can we know that the faculty in this department are good?"

Of course, what I am driving at now is outcomes from the educational program and my question is: what evidence does IAU have to support some of the statements that have been made that 'students are generally satisfied with their programs?' Is there a body of evidence or a body of data which will support the fact that students have been asked and are satisfied with your program? Is there a body of data concerning a follow-up study of graduate students and what they think about their program after they leave the university? Is there a body of data concerning employer rating of your students who have gone out and been employed and had their supervisor rate them? Would not that, too, give some evidence of the quality of the program? Institutions are wrestling with these kinds of devices to assure themselves of the quality of their programs and my question is, what is IAU doing in this regard?

Sol L. Descartes: I am going to call on Dr. Crescioni.

Lavinia H. Crescioni: I would say, that, because we have been engaged for three years or more in our self-study, we have dealt with that problem. So, at this time, we have made several studies, not as sophisticated as we would like them to be, but, anyway, attempts to follow up on our students, to see what they are doing, how satisfied their employers are, and how satisfied the students on campus are with their teaching.

In general, I would say, the results of these studies have shown that our graduates perform in ways that satisfy their employers. The graduates when asked to indicate what their educational experience has been and what it has meant to them, have answered in many ways, but, if I remember correctly, and Mr. Charles Decker who has worked with these self-studies so closely can correct me if I am wrong, they have generally indicated that they are satisfied with what IAU has done for them in terms of giving efficient and effective training for their employment.

This is one of the outstanding things that we have discovered in making these outcomes studies.

In regard to the students who are still with us, they have shown great regard for what the university is doing. A good example is a study performed by our librarians. They questioned the students who attended the library or who came to the library during a certain number of days, about their reactions to IAU orientation and study. This is another study that gave us the impression that the students in the university are satisfied.

Dorothy G. Petersen: I think you are to be congratulated for these efforts.

Lavinia H. Crescioni: We have to continue to do this type of study however to build up a body of data.

Sol L. Descartes: Wait a second. Everybody wants to say something, but I cannot really avoid saying something different.

I believe that we have had very generous student evaluators. I think that we have a long way to go in terms of quality at this institution.

However the devotion to the institution is there. This is one of the characteristics that has come through repeatedly in these evaluations as in previous ones, the fact that the faculty of Inter American University is a dedicated one. The problem now is to maintain faculty dedication as we grow into large units from the very small ones such as we used to be and in which it was easier to maintain this devotion.

I see several hands. I should warn you that, although we strive to be punctual in starting, we are not so careful about being punctual when the hour to stop arrives. So, if you want to, we will proceed as long as there are hands up. Yes, Dr. Theobald.

John J. Theobald: Let me say, since I, in a sense, precipitated this, that my point was not directed at a degradation of the faculty or of the student body. I talked about science because that is the place I saw the problem very closely, mainly because it is a field I know. I saw some superb teachers taking their classes out into the fields instead of arranging things in large laboratories because they did not have labs and all the rest. I could not be prouder of the teachers I saw in this field. By the same token I saw

some students, determined, eager to learn, working like the dickens, and absorbing every thing that the teacher could give them.

But I also saw a teacher who had to start where that student was, and that student, in science, was well behind what you have stateside. I think there are only two solutions to it, you have to either get the high schools to give more attention to the rigors of science, or you have to do something about identifying the problems of students who want to go into the sciences, if you really want to move them up to where they can go and, ultimately, should go.

Now, I don't think this has to be done over night. I think you are in a society where the very lack of science in the high schools is evidence of relatively less need for it on the Island. But, I say to you, as your economy is expanding and as you are growing, there is going to be increased need. As the number of students who want to go to college increases, you are going to get heavy demand, and this is a problem you are going to have to look at. I suspect it may be not just science.

Sol L. Descartes: Félix (Félix Torres León), I saw your hand up.

Félix Torres León: Yes, I want to add a few things here. First, I want to say a word in favor of the part-time faculty. In the case of the regional colleges, we are very proud of the part-time faculty, especially because most of them come from the different areas that we serve, and they bring their experiences,--good experiences--to the classroom. In many cases, the only reason why we have not hired them as full-time faculty is because they don't want to teach full-time. They have a job out there and they don't want to come to teach with us full-time. In the area of education, for example,

we have a lot of general supervisors from the Regional Offices of Education. They pass the word regarding what they are doing at the Department of Education and this has been helping us a lot in the training of teachers. Other examples are the people from the banks, people in the area of administration, and social workers in the area of sociology and social work. So, in the regional colleges we are proud of our part-time faculty.

Supervision of the faculty--I think somebody asked about that. Yes, we do supervise them. As a matter of fact, we use the same procedures and materials for the evaluation of the part-time faculty as we do for full-time faculty. The students participate in these evaluations. So, we are very concerned about qualifying our part-time faculty on the same level as we do our full-time.

In the matter Mr. Elfas Rivera Cidraz brought up, regarding the courses at the associate degree levels, I have to say here that the courses we offer at the regional colleges at this point--most, if not all--are as good as those offered in the bachelor degree programs, and they count toward that degree if the student wants to pursue further study. We are very concerned to keep the same quality, through curriculum revision and development, in these courses and the same quality of teaching too. We are very concerned about this.

I can give you a couple of examples of the things that we are doing in this respect. For example, we have revised our Associate Degree in Law Enforcement and, according to what Central Office of the Police Department says, this university is offering a better Law Enforcement progran than any other university on the Island. We met the highest officers of the

Police Department and at the Police Academy in Naguabo to revise the program and to bring it up to date.

Another example is the secretarial courses, which we are in the process of improving. We are giving a lot of emphasis to these associate degrees. I want to say this to avoid any misconceptions among our visitors as to the quality and standards of these associate degree programs.

Sol L. Descartes: I think I saw a hand on this side and then we have to give the opportunity to the observers.

Augusto Bobonis: I am going to address myself to the question of supervision. Supervision in the broad sense has to do with every activity related to the educational process as it is understood by the professional educators. I have a suspicion that in the context of this discussion it relates to the narrower interpretation of helping the teacher to improve his capacity in the teaching of a particular subject.

I do agree that some supervision of this kind can improve the performance of part-time faculty. However, I don't agree that this is the best strategy to follow. Part-timers in this university, in varying degrees, are a 'sub-culture' within the complete spectrum of the whole university faculty, and, as such, they do not have the sense of belonging that the full-time faculty has. They are not completely integrated into the university community. I suggest that one way of making them feel that they are an important constituent of the university is by giving them the opportunity of collaborating on committees, and by giving them some sort of representation in the university governance (Board of Trustees excluded). At the School

of Law they participate in the academic activities and they are not called part-timers. They are appointed as adjunct professors. I think this sort of approach would be much more productive than 'supervision' in the narrow sense that I suspect it has been used here.

Sol L. Descartes: I'm going now to give the opportunity with your permission to the gentlemen here as observers. Dr. Ram S. Lamba, you have sent me a short, to the point statement. Will you kindly present it yourself, because it will not sound the same if I read it.

Ram S. Lamba: I would just like to comment upon what has been said by our consultants and participants on the high school science training of students who come to us. The Department of Public Instruction has been using CHEM-STUDY materials at the high school level. The materials, originally in English, have been translated into Spanish. These materials are too hard for the students and, in most cases, even for the teachers. Result: complete failure!

I have been working, along with other professors from UPR, IAU and members of the Department of Public Instruction on revising and changing the curriculum at the elementary, intermediate and high school levels.

We have completely revised the curriculum and objectives to make them compatible with the situation in regard to science teaching and learning as it now exists on the Island. At the same time, there have been other groups working on biology, physics and mathematics.

The decision is being studied as to whether students should take all the sciences not just one or two, and whether mathematics should be taken at

all levels. In addition, an important recommendation was made to the Department of Public Instruction regarding the order in which these science courses should be taken.

John J. Theobald: I think that's very exciting.

Sol L. Descartes: Yes. Dr. Kenneth Kalantar, why don't you also read your question?

Kenneth E. Kalantar: The question relates to something that Dr. Bruce Dearing said earlier. He mentioned the possibility of differentially assigning curricula to different campuses. I wondered how other multi-campus universities might have worked this sort of thing out. What sort of successes have they had, and did this actually result in a reduction of costs? How did the universities deal with the problems of students who wanted to take these courses?

G. Bruce Dearing: The first thing that must be admitted is that we have had only a limited degree of success. One thing that we have done is to differentiate between the totally state-supported university centers (arts and sciences colleges, agricultural and technical colleges) on the one hand, and the community colleges on the other.

In the totally state-supported campuses, we have said, "We cannot have so large a degree of duplication of programs, and those students who want a particular program will, in some cases, have to go to a place where an institution is set up to offer that program." However, we use a different standard in regard to the community colleges where the student may get that program there or not at all; we do not give quite so much

attention to the manpower question or the institutional concerns about education. So, to some extent, we dodge the question by having two standards according to the clientele; but this is also part of the differentiation between the comprehensive community college and the special purpose college.

Starting from the other direction, we have determined that there are a great number of master's degree programs which are very lightly enrolled, only two or three students, for example, at each of several campuses in a region. Then we say, "Let's pool the resources and put them all together so that we have a single program involving 30 students rather than 10 programs involving two or three each."

When you get, however, to undergraduate programs, it is much more difficult. For example, you look at a campus that has very few physics majors. You say, "Should we not give physics there? Should we allow the science requirements to be met by chemistry or geography?" Then you say, "Oh, but what about the large group of people majoring in chemistry? Are you going to deny them the courses in physics?" And the answer is, "Of course, you can't." So, it is really a matter of trying to get to these differentiated missions by starting from both directions: i.e., start with those that are the strongest programs, those that you are most deeply vested in, that have the largest number of tenured faculty, the biggest laboratory investment and so on, and then start from the other end by asking, "What programs are weakest? Most lightly enrolled?" etc. One must ask, also, "What are the human relationships and what is the commitment to the future?"

If you are trying to plan not simply by extrapolation but by measuring where you are and looking at where you want to be, then you sometimes come out differently, and conclude, "You must take on this additional mission," or "You must give up that secondary mission."

As was mentioned earlier, you very frequently have students enrolled whom you can't just abandon. Normally, you either find a place for them elsewhere or you carry on the program until they have completed it. By closing new enrollments, you may find the way for a non-renewal of contract for part-time people or those who are on term contracts or awaiting retirement, or those who are on tenure, trying to make it not a punishment but an opportunity to retool and retrain to go into another program, and to pull the lines in that way.

In our system, we are so newly into the retrenchment phase that we are not very skillful as yet. In the past we had learned that you could always find a place for someone that was not fully effective, or just overlook him entirely. Now, each one of those faculty positions is precious, and the programs feel so threatened that it is necessary to use a quite different strategy to terminate or adapt programs.

However, we have too few and too undifferentiated a set of models. Too many colleges are merely liberal arts colleges in imitation of Williams College or Amherst College in 1880, and that is not what we need now for everyone. We need a number of those campuses, but not as many as we have. And too many institutions have tried to follow some other prestige pattern rather than adapting to the needs of the region, of the particular

group of students, and the capacities of the facilities and the faculty. I think it's more nearly a matter of trying to say, "What needs to be done?" "What can we do best?" and "How can we put those things together in the most effective way?" rather than saying, "Whom do we want to imitate?" or "Given all the resources in the world, what would we like to do?"

Sol L. Descartes: The Dean of Academic Affairs of the Regional Colleges has a a question. Dean Rafael Cartagena.

Rafael Cartagena: I would like to address myself to the problem of the impact of instruction, that we were talking about sometime before. I would like to say that at the regional colleges we are trying to do something in order to get more data concerning the impact of our instruction especially in the associate degree area.

For the last two years, we have been participating with the Council of Higher Education and with other universities in a follow up study of our associate degree program graduates. Last year's study is already out and available. The things that are being asked are these: What has happened to our graduates? Are they employed? Are they satisfied? Are they employed in the field in which they studied? What has been useful? What has not been useful?

We are also undertaking a study ourselves, and we have just started with our associate degree programs in secretarial science and in law enforcement. We are doing what we call 'program validation' --both internal and external--of our programs. We are taking course objectives for each one of the courses, we are going to the employers and saying,

"Is this what you need?" "What is there that should not be there?" and "What more should be included?" We are also sending questionnaires to our graduates, asking, "Are you satisfied?" "What has been useful?" and "What has not?" At the end, I think we will have a feeling for what has happened and some kind of accountability for the impact of our instruction.

Sol L. Descartes: Thank you very much. The last observation.

Raúl Acevedo Castañeda (Student): I just want to clarify what I said before about part-time professors. I didn't mean that they aren't any good. They are as good as some of the other professors. But I meant that they don't have time to talk to the students, because of their work.

Sol L. Descartes: Thank you very much. Well, I think we have earned our lunch. It is ready and we will begin again at 2:00.

THE SECOND SESSION:

Planning

II

Monday, November 24, 1975
Afternoon Session

Sol L. Descartes: According to my watch it is one minute after 2:00. This afternoon we have more observers. This morning I asked the Deans of Academic Affairs of the various units to come over in view of the interest of the discussion to them. And of course you heard Dean Cartagena. Dean Bender is here from San Germán. We also have a representative from the Law School who was not here this morning, Prof. García Martínez. The student from the Law School was here all morning.

We can proceed now. We are going to take up the subject of 'planning' and leave 'students and alumni' for tomorrow. In fact, I am afraid of the 'development' part because I got a paper from Cornell University--an edition of the 'Cornell News for Alumni'--and I find that the university has received $15 million dollars in just a few days. Now any similarity between that and the success of our developmental fund raising is pure coincidence.

John L. Swink: May I ask how much they put in each year in order to raise those sums?

Sol L. Descartes: Well, I even have an article on that. Not for Cornell, but in general. Well, shall we move into 'planning.' Dr. Swink.

John L. Swink: I started the study of IAU under Glenn Christensen, and I did my post graduate work under John Theobald. So I guess this is post, post-

graduate work. One thing I thought I needed to say was that since the days when I started my undergraduate work under Glenn (Glenn J. Christensen), the progress which Inter American has made reminds me that one of the reasons you have to select an optimist as a president is because you always have a pessimist for a treasurer, so you can make a kind of balanced judgment. IAU has made that adjustment. I just wanted to get that across because I think you have made great strides.

I have a copyright committee, which I generally propose to people under these circumstances, called "ERA," which is the "Efficient Resource Allocation" committee. When you start to plan, you should start with the idea that you have certain resources and you want to be sure that you are using them efficiently before you start adding onto them, given that you may be underutilizing your resources. By resources I mean not only buildings and laboratories, I mean faculty and all the other things that go with it. This leads me to another point which I'm afraid we sometimes forget in planning, and that is that planning, a lot of planning, went on before this morning, for instance. Planning has not only to do with physical things, material things; it has to do with the whole academic arena, and planners, generally, should lean more heavily in that direction than they do.

As I read your document, some concerns came to my mind. I don't say this critically. I hope that I can say it as constructively as possible, but I do have concerns. I know that there are many problems at IAU and that one of these is your economic survival. I know this is a very important

one. Now, you have a service concept. I may have been mistaken but I get the impression that by service you mean to serve the largest number of people that may want your services. For a private institution that depends upon a tuition base which is as soft as the tuition base at IAU, a service concept needs careful examination. When I say soft, I refer to the fact that most of your students have to have some sort of financial aid. That financial aid comes from the government, whether it be the Commonwealth or the U.S. federal government. This is a very soft base, and the commitments you have to make to satisfy increased enrollment are not of a temporary nature; they are a permanent kind of commitment. In the long run you could find yourself in trouble if, for instance, large sums of money goes to the UPR, or if the whole idea of government scholarship aid more or less collapses. You could find yourself with a lot of unneeded resources. It seems to me that, as a private institution, you just can't continue to take on increases in enrollments for ever more. There is probably some point at which you should top off, like most private institutions in the States now. (Most of them there seem pretty much in retrenchment.) This is a little bit different from what you have been talking about here in regard to increased enrollment.

Another point that came to mind, as I read the prepared materials, was the idea that you raise about tenure, and the boxes you do not want to get into as a result of tenure. I can admit that is certainly true. However, there are other boxes you can get caught in, such things as programs, by taking the so-called "seed" money. Things of this nature, at this stage,

should be very carefully thought out so that you don't find, as you get further down the road after three or four years when the "seed" money disappears, that you have to pick-up the bill, and the bill is a little more than what you had expected.

In regard to the utilization of your resources: one thing that many stateside institutions have found is that their facilities were very, very sadly underutilized, not only from the stand-point of room usage but, also, of seat usage in the rooms. I think that, if you have not already done so, you need to make a very careful study of just how well you are using your current facilities before you start to build new ones.

Another point which always bothers me is computers. I think that the computer is here to stay, and I think it's an essential management tool; but I think we should not become too enamored of it, or committed to the point that not only is all the information you want locked up in that data bank, but that you can't get at it--somebody has improperly devised it. More generally, however, I think it is an expensive process. Many of my friends in industry have said, after the first blush of the computer's popularity has worn off, that they find they simply can not afford to support all of the things that computers can do for them. They don't say that it isn't something they really would like to have, but that they just can't afford it. Now if industry can't afford it, I sometimes wonder whether universities, particularly those with limited resources, can always afford it. I think you need to be very careful as you get into this data bank. My experience has been that it is a very costly process, and that you ought to

restrict it to those things which are absolutely essential. You should not put things in it that you don't need frequently or that can be done in some other way that is less expensive.

Turning from computers to plant, especially to the design of new plant, there are certain techniques that have been tried by other people. One is, instead of having architects design your buildings as a commission from you, you might explore the possibility (and I don't know whether it would work for you, but it has worked very successfully stateside in a number of cases) that you write up a set of specifications for your facilities and then put them out on preliminary bids to contractors. Let contractors come back to you with their solution to your problem. You thus get a second crack at trying to modify it, and you can eliminate the whole cost of an architect. With the kinds of simple buildings you have this might be a possibility. I know it works extremely well in the case of dormitories. In certain other structures it would work also. When you came to a very complicated science building though, it might not work. You might want to explore this kind of thing, however, as a possible way of cutting down the capital cost.

You raise a question about parking, and where the location of your campus should be. It would seem to me that it would be most unwise to build a campus in San Juan that was not served by public transportation. I think that to rely completely on the automobile is not only a costly process, but that it will eventually give you a great deal of trouble. To provide a facility to park large numbers of automobiles is a most costly thing. And land in Puerto Rico, unless something has happened to it since I last heard,

is just too expensive to do that. Parking garages are certainly very expensive, too. I think your San Juan Campus should be conveniently located to public transportation. Of course, if you are away from it, your people would just have to drive. But I put my emphasis on public transportation.

In regard to the question of financing. I don't know whether IAU has the ability or whether Puerto Rico even has the facilities, but there are such things as authorities that will finance for you at practically no money. If that were possible, I would think that it could save some percentage points on your bar.

One thing that I think is most important in your planning, however, is faculty involvement in determining the priorities. Then you try to solve the problem of your physical facilities as best you can in the light of the priorities that have been established by the academic community.

In the case of libraries, I think that the centralization of library facilities, particularly in San Juan, could lead to some economies. Certainly you don't need to duplicate very expensive books in an area close by. If you set up two campuses, for instance, in San Juan, certainly one central library with a branch should suffice. At least you could cut down on the duplication of very expensive volumes and have some facility that would move the books back and forth upon demand. In New Jersey, Rutgers and Princeton have a system going that moves books back and forth on 24 hours notice. This has saved both institutions a relatively significant amount of money in the purchase of books that are not used with great frequency but are essential to a good educational program.

I would also submit that if you develop two campuses in San Juan, you should look carefully into the possibilities of offering your graduate work at only one of those campuses. Let the people on the graduate level come to a central point, particularly in those areas where it is difficult to support two programs at the graduate level with a sufficient enrollment.

Sol L. Descartes: Excuse me one minute to present Mr. González Vales of the Puerto Rico Council on Higher Education, and who has accompanied all the teams that have visited our units. He, as you know, is a scholar and student of higher education in Puerto Rico. We are very glad that you could take some time and join us. I made a tremendous faux pas and did not think of Mr. González before, but he is a good friend, and he did not stand on ceremony but came along as soon as he got away from the pressing things he was doing at the Council on Higher Education.

Thank you very much Dr. Swink, I think, you know, that just your mention of the basic softness of our economic situation, of the vulnerability of any private institution, and of this university, is a great help. I am very glad that you have emphasized it. In the course of the conversation, we may get into the details. All of us, including myself, with all my skepticism and conservatism about the economic situation, sometimes lose sight of the inherent weakness of any private university under the conditions existing in the world. So thank you very much for that. That alone, is really worth while. I hope that in the course of the discussion we will get into this a little bit deeper.

Albin O. Kuhn: I have wondered a little, and I will probably get 'socked' by some of your good colleagues for saying this, if one of the fine assets of this institution may well be that you are not over-built.

Sol L. Descartes: It is true that we are not over-built. We are so under-built now, that, not to mention the accreditation visits, our capacity to just survive in San Juan is related to it.

Albin O. Kuhn: I did not mean to indicate that you should not build.

Sol L. Descartes: I agree with you, and we are awfully sorry to let this advantage go, because it is an advantage. We try to make up by being very unpopular, especially with the San Germán Campus where I announce that they can handle, depending on how I feel that day, between 6,000 and 10,000 students with their existing facilities. They are ready to dispute that, but we are making studies, incidentally, as to the utilization of space. The Planning Office has done so repeatedly now. We prepared a space utilization study for each one of the self-studies, and all show, with the exception of San Juan and some of the regional colleges, that we can, by utilizing our space better, accommodate a lot more students without having to construct very much more, at least classrooms, or in some cases, even laboratories. We may need library space.

G. Bruce Dearing: I would like to broaden the area of planning beyond that of the physical facilities, more than, perhaps, has been suggested yet, to ask about some of the assumptions that are being used in planning for the future, and the way in which these assumptions are arrived at. For example, it is a common-place, I think, that academic institutions are not by nature

oriented toward planning and used to say, in effect, "It is unnecessary to plan." Recently we have said, "It is impossible to plan." It is a question of assumptions.

For example, with regard to enrollment. We are having a huge debate now, stateside, about the accuracy of the assumptions that were made ten years ago about the proportion of the population graduating from high school that would elect to go on to post-secondary education. You can get a range: from the most conservative, saying, "Our present enrollment will be halved by 1990," to those who say, "It will be about the same," to those who say, "It will be about the same but with a different mix of part-time and full-time," to those who say, "It will be 20 percent more," to those who say, "It may be as much as 300 percent more." There may be an important question as to what kinds of assumptions are being used regarding the future behavior of students on the Island.

Assumptions about manpower needs and the nature of an industrial, or a post-industrial society--moving toward different phases: from a production-oriented to a consumer-oriented or a service-oriented society--need examination. There are current assaults upon the salesmen of higher education who say, "It will mean so many more dollars in your pay-check over the long term." Such statements don't take account of all the economic factors since there is no real way in which you can get 80 percent of the population into the upper 10 percent of the population in income, or anything else. There are differences in an economy of scarcity and an economy of abundance.

It would be interesting to the visitors to hear what kind of assumptions you are working on with regard to enrollment, the percentage of the population that will go on to higher education right away or over their lifetime, and other assumptions about the social expectations for education.

Sol L. Descartes: Juan (Juan González Ramos), I think you should take a try at that one first. Explain what the assumptions of your office are.

Juan González Ramos: I would not know whether we have consensus on my perceptions of these questions. My view is that questions in regard to the demand for higher education and to the social forces behind that demand are becoming increasingly complex and fraught with uncertainties. A disconcerting behavior of the economy, shifting populations, shifting values, changes in public policies related to welfare programs and their effects on perceived need for education, conflicting views even in regard to the basic purposes of education itself, particularly of higher education, etc., indicate that assumptions on those questions, oriented towards prediction, would face unusually high risks of error. In the face of these circumstances it would seem then that the most advisable course of action (action being indispensable) would be the one where the potential for adjustment to externally imposed, unpredictable change is optimized. In essence, this approach involves the identification and management of the extents of flexibility that the academic program offerings and the required resource utilization (faculty, physical plant, finance, etc.) may permit. I would say that, in the main, Inter American University is following this course of action. I would also say that I believe that there is consensus among us that this is our approach in facing the questions posed.

In the meantime, in terms of our own outlook, our own needs, our attitude is one of being very conservative in what we do. Despite our present shortage of physical plant, we don't have any highly ambitious plans. We will provide, or intend to provide, basic needs. We are not thinking in terms of dormitories, we are not thinking in terms of huge sports facilities, we are not thinking in terms of very comfortable 'country club' type student centers. We are willing to provide the basic necessities for an acceptable level of higher education services, mostly in direct support of the academic requirements, much more than anything else. That, generally speaking, I believe, is the orientation we have.

Sol L. Descartes: I think that we should hear from our Vice President for Finance to supplement what Mr. González has said. Because he also uses these assumptions, he can explain our practice with respect to estimating enrollment for short periods.

Rafael Zapata: In the process of the preparation of the budget for the university we work up the enrollments on a conservative basis, and this has proved to be the best way to project enrollment during the last, I would say, four or five years. We have been conservative, and later, if we receive more students than we project, we make a supplementary budget. The result is that if we receive income in excess of what we had estimated because we have more students than we expected , the excess is vested in the university, and distributed among the different functions of the university's operations, according to established priorities set in line with the best planning we have been able to do.

In addition, we have established the policy of not encumbering any funds until we have the actual money in hand. We have thus avoided any type of commitment for which, later, we did not have enough money. This has proved to be good practice. At the same time, we have been able to invest in certain types of physical improvements and the purchase of property, such as land and buildings.

Also, we plan to cover long term obligations as well as our short term obligations in the process of determining the budget. When we prepare, when we project, let us say, to build some type of facility, we try to think in terms of how we are going to use that facility--the best utilization--not only for students and faculty, but also for other types of things. That has been typical of parking. We know how expensive that is. We have tackled these problems in such a way that if we cannot afford that type of a facility, then we avoid going into that type of a commitment.

I would add, in general, that we always take into consideration as the most important factor in our planning, how it affects the university and its academic improvement.

Sol L. Descartes: Would any other of the Vice Presidents like to make some statement with respect to our planning or non-planning practices?

Elfas Rivera Cidraz: I think there was a time when it was fairly easy to determine what would be the future of any institution in terms of facts, by just taking the historical growth and projecting for the future. And I think that at that time almost all the elements of planning were fairly simple.

Now things have changed. And because of the elements mentioned by Dr. Dearing and because of the rapid changes that are taking place in society in general, it is impossible to predict the future for more than two or three years. I don't think that we can still use the elements of planning that we used before when it was fairly easy to plan. Now I think that, instead of trying to establish objectives for the future, when we don't know what the future will be, we should try to find ways to keep flexible so that we can reduce or expand as conditions change.

In terms of physical facilities, I would say that we should not go further than the minimum, the minimum necessary for our new size. Then it should be possible to raise the standards in other ways, or to retrench, if necessary.

The same thing has to be done, I think, in terms of contracts for faculty and the other employees. I think that this thing of tenure for everybody is one of the things that makes it very difficult for an institution to retrench. My idea is that we should be looking for the elements of planning people.

G. Bruce Dearing: May I ask one specific question? The idea of trying to retain flexibility rather than improving the crystal-ball gazing is a concept that I have found rather intriguing in terms of facilities, and it might be adaptable to multi-campus systems--the idea of surge space, so called, or mobile space, or easily constructed and knocked down and removed space. It seems that you have certain advantages here that we don't have in New York, for example, in that you don't have to have such elaborate systems for heating and for building foundations and so on. To what extent does that

seem a promising arrangement--to make use of, not merely rented space in being, but of acquiring movable space or very easily transformable space?

Elfas Rivera Cidraz: I think that is a concept that we can use. Of course we would have to have some expert opinions. I don't know what practical limitations there may be.

G. Bruce Dearing: One of our campuses, for example, was faced with the problem of having no laboratories and, being in a remote area, there were no industrial spaces or high school laboratories or anything else they could use. However, it was possible for them to get a group of mobile trailers with laboratory equipment installed which made possible basic chemistry and biology offerings. That seems to be a very particularly effective use of the concept.

John J. Theobald: It seems to me that we ought also to take a look at flattening out this curve that is giving us the problem. We are faced with ups and downs, it is true, and I would have no question but that you ought to be conservative in your planning, today, because we really don't know what the future will bring. But there are things you can do about smoothing out that curve.

You don't have to take every student. You ought to know that the number you are taking is in a reasonable relationship to the needs of the Island which, after all, is also your responsibility; but you don't have to take them all. You can sharpen up your entrance requirements, which gives you a safety valve in case of poor times.

There is not much question that you ought to be thinking about increasing retention. Right now you lose about 50 percent of your students in the regional colleges and, while this is not a bad record as colleges go, it is a bad record as a business goes. To the extent that you could improve that kind of figure you will give yourself two more years to flatten out that curve.

I think you ought to be thinking very seriously, at a time of rising enrollment, about how to come to a relatively more uniform load curve and about giving yourself an escape valve. I think you ought to be thinking about new potential markets when, as, and if you need them.

You are moving into a situation where the whole economy of the Island is changing. What does this mean in terms of the occupations that are likely to be coming up? What does it mean in terms of adult education--people who never went to college and who are already working? All of these things are safety valves that you can open up as you hit periods of potential low, and you can pick up additional students to iron out that curve. I don't think it is just a question of going up and down whichever way the demand pushes you.

Sol L. Descartes: I think that I might clarify what I call the planning and non-planning that goes on in this university, and there is some that is actually non-planning. For example, we try to plan, but we try to plan for short periods of time. Our projections are five-year projections. These are approved by the Board of Trustees every year. They are reviewed, and increased or decreased. Those projections are extremely conservative and they usually are at a slow rate.

For example, we make three alternatives curves of enrollment growth, one at 3.5 percent, one at 5.0 and one at 7.0. The three of them are below the curve of historical experience, because the lowest year was about 7.5 percent. So you can see that these are the elements, shall we say the safety elements, that we incorporate.

When we have a year of especially large increase, we try to do the things that you are talking about. For example, we have already, in order to smooth out the curve, taken the decision not to allow any increase in the second semester. Each unit is allowed to take new students only to the extent that they lose students by attrition. So there should be a stable number of students, although usually in the second semester we have attrition. Last year we did not have attrition. We had a very small increase in the second semester, and it well might have been repeated this year because one of the things that has brought about this demand in Puerto Rico is the BEOG program.

That is the basic cause for the increase that has been experienced by all the private universities, and if it had not been for certain fiscal problems, the same thing would have happened at the public universities. It was really a fluke that the public universities suffered a decline. It is as a result of things that do not relate to the program but relate to the economic situation of the Commonwealth Government and the capacity to adjust. But they will adjust, and they will resume their growth.

So, this is the way we plan: short periods, very conservative increases, adjustments if we exceed, and, if we exceed by a large number

like this year, for example, I have already taken the decision mentioned above.

Usually what we do, is to take this policy up at the level of the Central Administration with the various people involved and we say, "What do you think of this policy?" Then, I think, there are no objections. Some people, of course, are sorry to see it, but there was not really very much steam for advocating a high increase during the second semester.

I don't think that there will be much enthusiasm from any one of our units to increase much beyond 7.0 percent next year. Next year, although, we have not yet made the decision, we probably will reduce the rate of increase to 7.0 percent. And this time we are really going to be sure that we don't go beyond those numbers, because we are beginning to reach the point where we have to think very seriously of all the implications.

What usually concerns me more is the maintenance of the upward drive to improve the quality of teaching at the university, which we think we have achieved to some extent, not as much as we wanted to, but to some degree. And we don't want that stopped by sheer numbers, which could be a possibility

So this is the plan. We don't go much beyond the five-year period because we don't think that we can project any picture that would be meaningful

Now if you want my hunches, I am an optimist, and I think that we are going through one of the worst periods for universities in the continental U.S. We, being more backward, or I don't know what--less developed--

have not come to the point of questioning the usefulness of higher education, as it is being questioned in the states. We have not reached that stage of development. I think that this is the situation. With rational means of solving problems in the world, I think that we are not going to commit suicide--humanity as a whole--we are going to come back and learn that the problems that we have are not a result of too much technology but of too little technology and too much lack of knowledge.

I have faith enough in the people of the continental United States and in the people of Puerto Rico to believe that planning for the steady state is something that is going to be attacked soon. I hope I am right.

What I am trying to do, an aim I have kept and do keep ever-present still, since I will be retiring in a few years, is to leave this university fairly unencumbered, not free from all debts, perhaps, but carrying only enough debts that it can support itself under rather adverse situations.

I follow the Kerr curve on estimated enrollment growth in the U.S.--more or less stable or slightly rising. This is the prediction I prefer for long range planning, with the possibility that in Puerto Rico the increase might be a little higher than in the States, for the following reasons.

In Puerto Rico we have not yet achieved the same standard of university attendance, as measured by the percentage of students graduating from high school who enter universities. We have not attained yet the same percentage of people within the age range for university attendance. Since we aspire to attain the same standards as you have achieved on the continent, one of our great advantages is that we have some indication of what has

happened to you previously under similar conditions of economic development.

For example, Puerto Rico at the present time is in an earlier stage of development in private education. Higher education enrollment in private universities in Puerto Rico this year is 50 plus percent as compared to 49 plus percent for the state university. How many states now have this distribution today? Really, if we are going to measure where Puerto Rico stands in respect to the U.S., we are in 1950. I think that we will resume the traditional development pattern and that this matter of the increases at private universities is not going to continue. Probably there will be increases at the public institution and decreases at the private universities. I think this is what is in the cards. So we are not planning for large increases.

We do not have in Puerto Rico the same economic standards that you have in the States. I think this depression will take the U.S. and Puerto Rico out of their secular trends for three or four years, even five. But, if you start to think over the longer period, the trends are going to be the same. So Puerto Rico will continue to improve, economically, just as the U.S., and I have faith that the difference between the two will narrow. Now this may seem outrageous at the present time, but I think it is so. I was around during the great depression.

John J. Theobald: I don't think it is outrageous. I think it has already started stateside.

Sol L. Descartes: It has already started, and here, too. Much slower. I think there are other factors that make it a little bit more difficult here, but,

as we approach a higher level, we will have a higher proportion of the students attending universities. So, we should not, we cannot, plan for a debacle or a catastrophe in universities, or for much higher attendance in Puerto Rico's private universities. We can plan, as I think the best proposition is, for slightly increasing enrollments. It is not going to be the golden 50's and 70's. But it is not going to be really bad. In fact we have not had in our history, yet, any really catastrophic trends.

John J. Theobald: Don't you think you will get a reaction. At present you have your public college enrollments tending to come down because of governmental stringencies and that probably means private enrollments going up. But in all fairness, when people are tightly pinched at the state level and start looking at the dollars, they can not help but see that there are a big number of dollars coming in that are freely given in the case of the private institutions and that perhaps the best way, the most economical way for them to provide maximum education is a balance. We have any number of states now putting some of their public monies into scholarships for people going to private institutions. I don't see any reason at all why Puerto Rico won't see that and move in similar fashion. It may not look popular right now, but it will come.

Sol L. Descartes: It has already been seen, not only seen, but the Government of the Commonwealth has already done it. Maybe we have learned a lesson, because the interesting thing here is that the private and public sectors are not fighting each other at the present time. Now I always keep in the back of my mind that some crazy politician may start it up one of these days.

But I think that there are enough level-headed people in all parties and in education, so we are not looking for a quarrel between the two sectors. You see, we have a joint association and we have both been restrained, and, now, even the language, even the rhetoric, is peaceful. It used to be different, so I don't foresee any problem there.

However, I think that, in order to prepare for the worst, what the university has to watch out for in its planning is not to commit too many of its resources to the payment of debts. We have to avoid New York City's and Puerto Rico's mistakes about borrowing. At the same time, I think that we cannot avoid having to build a new campus in San Juan. This is a subject on which I certainly welcome your opinions and observations. We cannot avoid it, and we may have to spend about $8 million in buying land and in construction--a very simple, very flexible type of thing.

John L. Swink: A debt wisely used is really an economy, because you are paying it off with inflated dollars down the way.

Sol L. Descartes: Well, yes. And that to a certain extent, compensates for the higher interest you are paying. First of all, if we can go on ending the year with money for transfers of roughly one million dollars, by the time we finish the campus the debt might be down to five or six million. Then we have another property which is almost ours, that we can dispose of. So, I think that the university can undertake the financing of a campus in San Juan. After the considerable progress that has been made with respect to the regional college buildings, it may require a slower development program, but the $8 million that we have to put up in San Juan for a new

campus is unavoidable. At the same time, since bureaucracy is awful and does not let you construct fast enough because they don't let you make any decisions, by the time they make the decisions and we can buy land and start constructing we probably won't need $8 million but probably $5 million, since we will have accrued the balance while waiting for the bureaucratic decisions.

John L. Swink: Is there any possibility that the land you now own is valuable enough that you should retain the ownership of it. So it would bring in some money while you put it out on long term lease.

Sol L. Descartes: It is not that type of land and my instinct tells me to sell it as quickly as possible and apply it to the new campus.

John L. Swink: I thought maybe you had a gold mine.

Sol L. Descartes: Well, we may have a small mine. We may have a small mine right across from here, and the property that we are planning to buy we hope will be that type of land. I heard with a great deal of interest your insistence, and following that, definitely, we want to construct the San Juan Campus in a central place. We do not want a semi-urban or semi-rural location, if we can avoid it. We want a theater type of site, and that will require a considerable investment in land. But I think it will produce a lot of other good things. So, this is more or less the planning. Some of it is done by hunch, and some by a combination of hunch and some appreciation of the possibilities of the economic situation.

Albin O. Kuhn: What percentage of high school graduates in Puerto Rico go on to college?

Sol L. Descartes: It approaches 60 percent in the usual year, and I think it did this year, but we are still below 75 percent. We have to review the statistics, because the statistics of last year are very different. Usually it is about 50 to 60 percent. This is associated with the projections made. History indicates that any time that the economic situation improves, the percentage of students graduating from high school who go to the university is higher. I suppose the same thing is going to continue to happen. God bless President Nixon because he established the BEOG; I think this is going to help us. Really it is the most fantastic thing that has happened for low income states. Many of the prestigious or semi-prestigious institutions don't like it, but it is a God-send for Puerto Rico.

Albin O. Kuhn: It's another way to have universities serve a national purpose.

Sol L. Descartes: It has operated very well. Now, the important thing that has happened to us is that, when the students have the money, they prefer our university to the other universities. Of course, this is arousing a great deal of jealousy and some ill will, some of which we may be seeing in some things already. But we definitely are very happy because the students, when they had the money, have preferred Inter American to the others. Inter American with 18,000 students last year, grew 30 percent this year, that is 5,000 more students. This was more than the growth at any of the other universities, both in absolute numbers and in percentage, irrespective of the size of their previous enrollment. Some of the previous enroliments were, say, about 2,000 or 2,500, and they had excellent rates of growth, but not as high as IAU's.

I don't know what we have been doing right, but we appear to have been doing something right. I wish I knew so we could really go on doing the same thing. Really, I think that the basic thing is that we care for the student, and the faculties of our units, despite limitations, really take a great deal of interest in their students. At least I think this is the basic thing.

Now that does not mean that last year we went to sleep and trusted to luck alone. We scoured the hinterlands. The Vice Presidents went out and talked at the high schools. We speeded up the announcement of admissions. We speeded up the announcement of student financial aid. All this helped. As you can see, however, our planning is very ad hoc.

G. Bruce Dearing: Could I follow up one of John's (John Swink's) suggestions when he said that in addition to the tenure trap there are various kinds of seed money traps. I heard part of the answer when you said you don't launch into anything until you are sure you have the money available and committed. But on the academic programs side I have observed, sometimes, that a program will come in saying. "It really isn't going to cost anything more because we already have the staff and the facilities." But then the next year you discover that in order to get accreditation it is going to cost you more, and that there were several things that weren't quite taken into account. I wonder to what degree, in your budget process, you require a three or five year projection before a new program is put on line. How do you manage it?

Sol L. Descartes: Let me tell you in three words what has happened, because this has happened repeatedly with every graduate program we have had. The proponents and, usually, the campus from which it comes and the faculty are all excited. They say they have so many applicants that they are not going to be able to take care of them, but all of that dissolves in thin air--it doesn't materialize. Usually, most of these programs barely limp along. We have now decided to cut them back, and I don't think that the Vice Presidents yet quite understand that we really mean to do this--that there are a lot of graduate programs that they are not going to have next year. First off, we have been too lenient in cutting out programs that have failed to bring in the number of people that the proponents have projected. I am really fed up with it.

John L. Swink: If you accomplish that, you may find yourself being a consultant to some of the universities stateside. There are not many of them that can bite the bullet quite so firmly.

Sol L. Descartes: Well, let me tell you that I have found that that is the only way, really. The problem is not in not knowing what you have to do, it is in getting your nerves screwed up to the sticking point, because they are unpleasant things to do, and it is an unpleasant attitude to have to take, and painful, too.

Lavinia H. Crescioni: Another thing that we are doing in order to control the expansion in terms of programs is that we are not accepting new programs for submission to the Senate unless there is concrete, reliable data that these programs are really needed, and this has come to be very hard to

demonstrate. So, we are having a kind of freeze on the adoption of new programs.

Aibin O. Kuhn: Really needed, but don't cost.

Sol L. Descartes: We can tell you a lot of stories about our programs. I will never forget the graduate degree in physical education. This is the most outrageous thing that has happened here. You know what we had to do in order to keep the thing going? Give it artificial respiration by plane. Yes. It was supposed to be a program for the San Germán Campus, but a professor had to travel every week to San Juan and give classes here in order to show that there were enough students taking the courses to warrant continuance. This was really ridiculous.

John L. Swink: I know that at Rutgers, when they had that same problem, the co-educational feature gave it a spurt for a couple of years, but even that wore off.

Sol L. Descartes: Well, suppose we talk about some other questions. I think that financial survivability is something that can not be taken for granted by a private university at any time, no matter how good things appear to be. Zapata (Rafael Zapata), please tell our visitors how we prepare our budgets --what our budget procedures are. Please outline them. For example, what happened this year? Our original budget was based on a 3.5 percent increase. Zapata convinced me after a great effort, and I almost didn't go along, to base it on a 4.6 percent increase in enrollment. That was the original budget. How did we handle it when the increase came up to 30 percent?

Rafael Zapata: We planned the budget for 1975-76 with an increase of 4.6 percent over 1974-75. Then, when the enrollment increased by 30 percent (it occurred while the Vice President for Financial Affairs was the Acting President). I called the vice presidents into a meeting to see what we could or should do and try to set final limits. As it finally turned out, the increase came to 5,300 students, and of course we had to do a lot of things in a hurry, but we had made contingent plans in advance in order to get faculty on time, rent physical facilities, get support personnel to help take care of the students. We had four or five different emergency meetings to discuss and coordinate things and finally, when the President returned, he was surprised at the situation. We had already planned a supplementary budget based on the increased enrollment, although not worked out in detail. Of course the President had to go over it and approve it, and the work of getting the supplementary budget through the Board of Trustees remained for him to do.

Sol L. Descartes: Everyone of the vice presidents here knows that we had to act quickly. We had already warned them that, although the approved budget was for only a 4.6 percent increase, they could talk with prospective faculty--not sign contracts--but could talk and make arrangements with people subject to confirmation. This was the only reason that it could be handled, because the vice presidents had been able to talk to a lot of prospective candidates and so the problem of faculty--the most difficult one--was under control.

The problem of space was also difficult, especially at San Juan. The vice presidents now know that they have to be very nimble on their feet when they get more students than they expect, but they also know that their efforts will be supported by the Central Administration in incurring expenditures, and that these will be sanctioned by the budget, because the Board of Trustees is, also, now familiar with the fact that we start with a very low budget, but that there will be revisions after the August enrollments are known.

We are also prepared to cut. We avoid, insofar as we can, entering into recurring expenditures that cannot be cut off. Thus far, budgeting has never come to the point where we have had to lay off any, even temporary, teachers or any other instructional staff. But we are ready to do it if it becomes necessary.

So this is the way we handle it. It is not very scientific. It is quite difficult, and we know that it has some disadvantages. It might be better to prepare a really more sensible budget that is in line with probabilities, but the fact of the matter is that we have not had any real assurance.

Incidentally, we should also bring to your attention that we could probably have enrolled between a thousand and fifteen hundred more students than we did. We almost had a strike--not because they wanted to stay away, but because we were not taking in as many as wanted to enroll. Félix (Félix Torres León) at the regional colleges, of course, had the largest increase. You suffered in San Juan with congestion from too many students in a limited space. How did you handle it, Dr. Freyre?

Jorge F. Freyre: Well, we have been having two kinds of trouble in handling students. One is the problem of classroom space and the other is the problem of other facilities for academic activites, mainly the library and laboratories. The library needs a lot of space that we just don't have. So when we have an increased enrollment at the San Juan Campus, the effects are intensified because we don't have the facilities. We have to make maximum utilization possible of what space we have. But, the situation at the San Juan Campus is so critical at this moment that we don't have many alternatives in terms of planning.

We need a campus to provide a good education for the students we have. There are no alternatives that we can contemplate in terms of additions to the physical plant that we have. Since a new campus will take at least three years, we are looking for rental space in some of the buildings in the area. We need to have more classroom space to alleviate the congestion in the morning hours and to provide more space for essential services like library and laboratories. We are forgetting about offices for the time being, even though the offices for the faculty are very limited. Finally, we have been able to rent about 5,000 more square feet recently and hope to rent another 13,000 square feet. This will be an amelioration of the space problem, but the only solution possible is to construct a new campus.

John J. Theobald: Was the 30 percent increase distributed pretty evenly throughout the various units?

Jorge F. Freyre: It was mostly concentrated in the regional colleges and the San Germán Campus. We grew from 5,200 to 5,700, roughly about 9 percent.

We could not grow more. As I told you, we have frozen enrollment for the second semester and, if we don't get additional space, we will have to forgo our normal increase in enrollment for next year.

Dorothy G. Petersen: I have a question, and this may arise from my lack of understanding. I get a picture of an unexpected increase which meant a lot of last minute adjustments in terms of hiring faculty, locating facilities, etc. My question is, has anything been done since this last experience to modify or strengthen admissions procedures so that as early as spring you would have some indication from the admissions office as to what the enrollment was going to be, instead of letting this unexpected increase come at the end of the summer?

Sol L. Descartes: I think there may be some misunderstanding, because we do have some indications. Actually, for the last three years, we have kept track of all admissions requests that come in. So the vice presidents can work on the basis of getting funds on an emergency basis from the Central Administration. The Board of Trustees is warned that, although we have presented a conservative budget, the chances are that they will get a request for a supplementary budget. The problem is that we do not believe the signs. This is why we undertake the least possible expenditure. On the basis of estimates, we run toward 3.5 or 4.6 percent increases. We have thought about, but have not yet dared to approve, alternative budgets. At one time we actually made up alternative budgets to have approved, conditionally, by the Board. But we decided that this was a little bit too complicated and that we could accomplish the same thing by amending very quickly after the beginning of the semester.

Dorothy G. Petersen: Are admission procedures centralized?

Sol L. Descartes: The keeping of the statistics, yes, but admissions are a function of each one of the units, although we are not happy yet with the degree of celerity, with how quickly it flows. But it flows well enough to give us a fairly good indication of how things are going.

Brian W. Irving: In March, at San Germán, we had a prediction of 900 more students. Our director of admissions was only 37 students off the final count. Once I knew that our enrollment would be up by about 900 students, I went to the Vice President for Academic Affairs and to the Vice President for Financial Affairs, and they authorized new positions. We advertised; we even went so far as to advertise in newspapers in Puerto Rico, which we have not had to do before. As a result, we had the new positions all but filled.

Our admissions office has been refining its statistics. I requested this information for next semester. They predict we will have exactly the same number of students we have this semester, figuring the number of students that graduate, the attrition rate, new students, transfer students, transfer students from Regional Colleges, etc. We have an idea of our enrollment.

Dorothy G. Petersen: I think, really, I was asking whether the university was satisfied with its admission's policies and procedures. I know that this is handled differently with different multi-campus systems. At some systems it is all centralized; the students are not admitted to individual units; it is handled through a central office. In other systems it is different, and I was really asking if the university is satisfied or whether you are

thinking of any changes in your admission procedures to forestall such an occurrence in the future.

Sol L. Descartes: We are not satisfied. We are never satisfied. But we are reasonably satisfied. We are improving the procedures. But the important thing is we do plan, we do budget, really; we do plan the annual budget on the basis of a very conservative estimate and adjust it later when the facts prove the indications. Whether we prepare two alternative budgets and approve both or whether we do it in the way we are doing it now, we prepare for the fact, and we have the authority to make needed changes.

But if I have anything to do with it, we will not have another increase of this magnitude. I will have to stay away from Russia and be here during August. I don't want to be surprised this way again. It's very pleasant once, but repititions are not wanted.

Albin O. Kuhn: If you prepare your budget too high and have to cut it back, it can be very painful.

Sol L. Descartes: The reason that we are following current procedures is that we know that. I was a member of the Board of Trustees of this university and, of course, having a financial background, I was on the Finance Committee. They always put us together with other people they think know something about finance. The way it used to be done was that the faculty requested the things that they thought were absolutely unavoidable and that they needed. Then the President went to the Board and said, "We need this money," and the Board told him, "But we cannot give you this money." He insisted, and that's what created the vacancy.

Therefore, I am not going to repeat the same mistake. I have found that this was a standard way of preparing budgets for private universities. Of course, I knew how the budget of the public universities was prepared under Dr. Benítez. He always got $10 to $14 million in addition to the regular budget, year after year irrespective of what party was in power, because the legislators in Puerto Rico thought that it was very good politics to give a lot of money to the public university. But this present government, you have to really give them credit! For the first time the UPR has been granted a budget and they have been compelled to live within that budget.

Félix Torres León: By the way there are no vacancies, either, at the vice presidential level. I want to say that because some of you might be thinking, "What do they do in the meantime?" I mean, at the instructional units, we have an approved budget and then we have a supplementary budget later on. What do we do in the meantime? There is an interesting point here. We ask for advances of funds for special cases like faculty, new appointments of administrative personnel or facilities. Special authorization of funds is made until the new budget is granted.

Lavinia H. Crescioni: As Brian Irving mentioned a while ago, admissions are at the unit level for the regional colleges, for the San Germán and the San Juan Campuses and also for the School of Law. So, in spite of the conservatism that has been used in projecting the enrollment, the indications are there. So, though the budget has been prepared and the projections have been very conservative, at the unit level they are getting the signals and they know fairly accurately, as Brian (Brian Irving) mentioned, what is

going to happen. So the preparations are made and the people are interviewed; their curricula vitae are examined and they are even asked whether they would be interested if there is a need to hire them.

I believe that because our policies are very conservative, we have been very good at devising ways to prepare for just such situations as the one we had this year.

However, as has been mentioned here, I believe that, from now on, we have to be more careful in terms of deciding ahead of time how far we want to go. Buildings and libraries are not that easy to expand, and it is not easy to offer the needed services on call. In this respect, right now we are looking into the problem in order to make available to the students the services and facilities that they need. Among these are seating space in the library, laboratory facilities and materials, and space and personnel for other professional services such as guidance counselors. So this is something that we have to consider for the future.

G. Bruce Dearing: Do you have any clues yet as to whether your attrition patterns will change? It could happen that, if you get two or three jolts of this kind and the attrition remains the same, you will get a multiplier effect that really will bend things out of line.

Sol L. Descartes: Each one of the Vice Presidents has been asked to make an estimate about this. So we are working with the situation very carefully.

Lavinia H. Crescioni: However, with the BEOG, we don't expect too much attrition among students who receive this aid because they have the money to pay for their tuition. One of the studies which we made for the preparation of

our self-studies showed that, with the exception of San Juan, the reason which the students gave for withdrawing from the university was, in the majority of the cases, financial. So, now that they have the money and there is no work outside, they will probably stay.

Sol L. Descartes: I have a feeling that perhaps we have belabored this point. There was one notion that I think was mentioned by Dr. Swink which is very important and that is the relation between budgeting and curricula and programs. Somebody ought to describe how this is done. In our concept of planning, we have always tried to aim at integral planning--we have not achieved it yet--but we are aiming at it. This planning takes into consideration, and has as its base, the needs of the programs of the school, rather than the opposite. Augustito (Augusto Bobonis), can you take that one?

Augusto Bobonis: You have taken me by surprise. I was thinking of other things. I have heard so much about BEOG that I am somewhat concerned about it. Federal financial help to the institutions, either direct or indirect, reminds me of women's liberation. Women's liberation is putting prostitution out of business. In the same way BEOG and other federal financial aid could be phased out, and thus put many institutions, especially private ones, out of business. Therefore, I recommend that this institution study ways and means of minimizing the institution's dependence on federal and state aid.

Sol L. Descartes: This is example number one of the way we arrive at general conclusions. Dr. Bobonis usually takes the most opposite position to mine and we begin to argue for a day and a half, but by the time we finish the conference, we have reached an agreement right in the middle.

Augusto Bobonis: Because we are very rational.

Lavinia H. Crescioni: In regard to what the President mentioned--academic development, in terms of programs--everything that we undertake, either at a graduate, baccalaureate or associate degree level has been discussed university-wide before it is presented to the appropriate body for approval.

For example, if the Economics and Business Administration Department of the San Juan Campus believes that a new concentration should be added to the Business Administration degree at the bachelor's level, the consultations start at the level of the faculty and the department. The corresponding faculties of the San Juan and San Germán Campuses get together and discuss the idea and start working from there, until a proposal is developed. Before being okayed for further action, a need and demand for the program must be shown, then it will be taken to the Senate.

However, when we approve a program, we approve it for all the university. This does not mean that it will be implemented in all units, because the demand is what really determines where it shall be implemented. But we don't want to constrain ourselves by approving a program for just one unit when it might so happen, as it did with the physical education program, that what was originally planned for the San Germán Campus turned out to have a greater demand in the San Juan area.

Right now, as I said, we are examining very carefully our graduate offerings, because we want, as has been mentioned here a few times during the day, to improve the quality of what we are doing as much as we can.

We are looking very carefully into our graduate programs since we want to improve them to the highest possible level.

We are also being very careful with the bachelor degree programs and very cautious about accepting proposals for adding new concentrations at this level.

Where we are expanding more is at the associate degree level. The regional colleges are very actively preparing and submitting new programs, but there is a need at this level which is evidenced, which has been demonstrated and which indicates that we have to expand at this level. For example, they are in touch with business, they are in touch with government, and the demands of these segments for offerings are presented to them, or sometimes they even go out and find out what the demand is. The Regional College Council, which is the body that takes care of the associate degree level programs, after hearing from appropriate committees, discusses the programs, and they are finally submitted to the President for approval. This is the way that we are at this moment dealing with the development of our academic offerings.

John L. Swink: How do you eliminate them? How do you go about eliminating them?

Lavinia H. Crescioni: The President should answer that question.

Sol L. Descartes: We will be delighted to answer it. Augusto (Augusto Bobonis), you could explain how we did away with one or two courses.

Augusto Bobonis: Yes! Well, three years ago we discovered, as happens at most universities, that there were a considerable number of courses listed in the catalogue that are very infrequently or never offered. Many of these

courses are pet courses of some faculty members. We made a detailed statistical study of the frequency with which each course was offered. I anticipated about 200 courses could be eliminated. After lengthy discussions with department chairmen and faculty, the matter went to the Senate and only forty could be finally eliminated.

On another occasion in which I was Acting President, on my own initiative I ordered the discontinuance of majors in three subject fields because in the preceding three years only seven students were graduated with majors in these fields. The subject areas were philosophy, religion and geography. However, courses in these areas continue to be offered.

As little as I like this method of approach to deal with this problem, at the moment I thought it was the most effective thing to do.

John L. Swink: I see. I had the impression there was not quite as democratic a process for taking programs away as for putting them on line.

Augusto Bobonis: You are right.

Jorge F. Freyre: About the question you raised, I think that the important thing in the relationship between the budget and the academic necessities of the campus is not only the new programs; the basic problem we have to face is the existing programs.

A few years ago, I found a tremendous weakness in the structure of our budget. At the San Juan Campus there is still some of that weakness. That weakness is the following. The distribution of full-time faculty among the different programs and departments is not uniform, in the sense that you have, in some departments, quite a high number of full-time faculty

in relation to the offerings of that department, and in some other departments the number of full-time faculty is very low in relation to their program offerings.

I don't know how we got into that situation, probably some chairmen had a lot of influence with the vice presidents in charge during earlier years, with the result that in some departments you find a lot of faculty members and in others very few. On the other hand, different departments do not grow at the same rate. In this very collapsible situation, the rate of growth varies from department to department in one year.

Therefore, since we have in some of the departments tenured faculty or faculty with probationary contracts that we cannot eliminate, we have been trying to distribute, in a more uniform way, the full-time faculty resources among the different departments in two ways. First, the new faculty positions that are approved by the Vice President for Academic Affairs and the Vice President for Financial Affairs in the process of making the budget, we assign to the departments that need them most. Also, when we have a vacancy in some department that has too many full-time faculty members, we transfer that position to another department. So we have made some head way in alleviating the situation, but it is still something we need to improve.

Albin O. Kuhn: This means that faculty should be uniformly distributed among all departments?

Jorge F. Freyre: Not absolutely, but, for example, there were imbalances like these: in economics and business administration, 40 percent of the sections

were taught by full-time faculty members, while, in other departments, 85 percent of the sections were taught by full-time faculty members. So, though we don't think that we ought to have absolute uniformity, certainly we have to correct those kinds of imbalances.

G. Bruce Dearing: With regards to what John Theobald was saying, I heard a seminar a few days ago in which a faculty member was asked about phasing out programs. He said that this was a job of administration and that no faculty member should be asked about phasing out his own program. He might help to provide data so that a decision could be made in the context of the overall situation and, even though there would have to be some consultation, the administration had to make the decision. He argued that it was the job of the central administration to support the hand of the local administration in carrying out what had to be done, that there was no way of phasing out programs democratically, and that it was neither reasonable to expect nor just to force this sort of a decision upon faculty.

Dorothy G. Petersen: I wonder if we could hear from a faculty member on that.

Sol L. Descartes: Yes, but we have here a question which I think we should consider. Why don't you pose it yourself Dean Cartagena?

Rafael Cartagena: I think that in our institution there is a tendency to involve as many constituencies as possible in producing the budget. I would like to address a question to our visitors in the sense that this and other years we have been told to involve as many persons as possible in constructing our budget. I have a problem, as Dean of Academic Affairs. Could you give me some concrete suggestions as to how to involve more individual

faculty members in producing the budget, especially in line with what President Descartes was saying, and to avoid the normal frustration of suggesting and then being cut-down.

John L. Swink: In the first place, you can only involve a certain number of people because a budget is such a complex thing. It is frustrating, and a large group cannot make meaningful kinds of suggestions. I think what you have to do is give people an opportunity to speak. It seems that you are doing that. But for you to depend upon a town-meeting kind of operation to develop a budget is self-defeating. It wastes your time, and you don't get the end results. I think what you have to do is ask for involvement, but don't push it too hard because you will never get a budget that way.

I know, at Rutgers, the Senate got up-in-arms, and it appointed a committee of three. They were pretty astute people--one of them was a lawyer, one was head of the Accounting Department in the School of Business Administration and the other an economist. They came in, and they took one look at the budget, and they said, "We can't do this," and they walked out. I mean they didn't even indulge in five minutes of conversation.

So I think that you have to give the opportunity down the line, and I think that the Deans and the people down the line have to really be the ones involved in this discussion back and forth. By the time the budget normally reaches central administration, you are rushing for a deadline and you have got decisions to make. The input should all be there before you get it. But to think that you can have a big town meeting on a budget is not very practical.

Sol L. Descartes: I think, it might be helpful if I just tell you what we have tried to do. The most important thing, really, for a budget are the guidelines. These are the assumptions upon which the budget is prepared. We have added representation, appointed by the Executive Committee of the University Senate, to participate in the formulation of the guidelines. We say to them, "Tell us what should be the priorities." This is done on the basis of the preliminary phases that have been prepared by the budget director. (I think it needs sprucing up, the presentation, I mean, but basically it is there.) They should tell us whether this year we should give more weight to the improvement of libraries than to, say, a larger number of faculty. These are the things that really are going to help us. I also believe that each one of the vice presidents should have, in addition to his Dean of Academic Affairs, one or two people from the faculty to go over the budget with him and make observations because the vice presidents do have the opportunity really, they do prepare their budgets. That would be practical involvement and would not interfere with the time schedule for the complex process.

John J. Theobald: There are other places, I think, where you can get the involvement. Probably the most important place is after you have made your decisions topside and you pass the budget down to the local unit. The vice president or dean can say to his people, "I have been given this kind of money. Here are my priorities, now what are your priorities?" Then have a discussion on the priorities at a level which is understandable, but does not involve the central administration.

Sol L. Descartes: Actually, the units are also requested, in our budget procedures to make their own estimates of how many students they are going to have, so that in a sense there is also an opportunity for participation not only in the expenditures side but also in the income side. Now they are going to run into the innate or the rather well established conservatism of the central administration. But within those ranges, there is still opportunity for some input.

John J. Theobald: In the City of New York, budget hearings are held after administration has set up the budget. Since it is a big operation--it is a book about that high--they have the first couple of days for people who want to talk about the overall fiscal facts of the budget, and then the next few days about individual items. The sample people come into both, and in the first two days they tell you how the budget must be cut, in the last two days they tell you what must be added. I don't think you have a chance in China of getting involvement after the budget has been set. I think you involve people in the beginning, and, when you are all through, you let those who have to live with it see their portion of it, and, within the money involved, if they want to make some variations, then listen. But I don't think you can just open it up and get anything out of it at all.

Sol L. Descartes: Thank you. We would like to get this kind of response from the members of the faculty. Who would like to comment on how to achieve a greater involvement, practical involvement, in the preparation of the budget at the level of the faculty? Any faculty member? I don't like to ask people, but I might.

Albin O. Kuhn: The guidelines comment is very good. More and more, whether we like it or not--and no one wants to consider two hundred opinions--more and more you must get a realistic look at what inflation is doing to you, what kind of expansion you can expect, what are some of the facets that absolutely can not be controlled. Before you get finished, it gets to be a bind, and I think the guidelines are something that can be discussed. It takes the complete community, with a bit of dedication, if you are really going to put emphasis on the library, for example. I mean everybody has got to understand that this is what we are going to do. It is very important that everyone understand that this is a higher priority item than other things. I think these guidelines are the real answer. Once you get the guidelines, it is really a matter of someone sitting down and grinding it out.

Raymond L. Strong: Yes. I'd like to probe that a little bit from the stand-point of the Senate. An aside question first, because it is on the top of my list here, though it's not my real question. Our Constitution, under Functions of the Senate, Section 3, says that the Senate shall advise the President on matters of broad education and research policy including budget priorities. We have a committee working on this, but I am beginning to wonder whether that statement, so boldly expressed, really fits--whether the Senate, as a Senate, is in a position to advise the President on broad budget priorities. I wonder about that.

Albin O. Kuhn: This morning one of the things I said was that I was having some trouble with the idea of Senate partnership that was in the write-up.

Raymond L. Strong: I have a comment on that later, but I am wainting for it to mature a little.

Albin O. Kuhn: I guess the trouble I was having with it is: how in the world can you make the Senate as a whole reasonably familiar with the consequences and the responsibility of being sure that you stay solvent in quite the same way that the President, whose neck is on chopping block, has to be familiar with it? I guess that is where I got troubled.

Sol L. Descartes: Do you want me to tell you, to try to state simply, what we mean by co-equal? This is a university which has had what I call an advisory Senate. It does not determine. I think if you want to be strict about the language, as I understand it, it will be advisory as long as it does not have final control. For example, in the determination of academic standards, the Senate recommends only, but its recommendations are subject to the concurrence or non-concurrence of the President.

One of my objectives is that this university becomes more like the universities where the Senate has more to say about academic matters. Even in academic matters, this University Senate is subject to the concurrence of the President.

I will be very frank with you. I don't think that this university is yet in a stage of development where we can transfer that policy decision, although I have already taken some steps in that direction. For example, at my initiative, the people who drafted the new Constitution, established a separate officer as President of the Senate. Sometimes, though I like Dr. Strong, I am sorry that I separated that office from the office of the President of the University. At other times, I think that it was a very good idea.

The new procedures for appealing the non-concurrence of the President to the Board of Trustees were established because formerly, although the Senate could appeal, there were no established procedures that had to be followed and which provided for representation of the Senate before the Board of Trustees if it really wants to contend with the President in respect to an issue.

But I was not prepared to say, for example, as in the case of the University of Puerto Rico Senate, that the requirements for entrance into the university were to be established by the Senate alone. I think we need coordination, but the President has the predominant decision. What I think is that we should work toward equalizing these two powers, over a period of time.

Albin O. Kuhn: Doesn't your Board have the final say, in a lot of respects, on this? I mean the Board of Trustees.

Sol L. Descartes: Oh yes, it has the final decision.

Albin O. Kuhn: Well, I'm not sure you have a predominant position on some of these things. You are strong and you know the whole works, that's true. But the Senate goes quite far in getting its own way.

John J. Theobald: And what could be more equal than that, if the Senate insists that it disagrees with you, the Board will hear you both.

Albin O. Kuhn: I think that is terrific.

John J. Theobald: That's just as equal as you could be.

Sol L. Descartes: My impression is that in the old, well-developed universities in the states the Senate determines academic matters.

John J. Theobald: No, that is a mistaken idea. What happens is that when you get a mature senate on an issue that has to do with academics, rarely does a president wish to challenge and reverse it, but he has not given up his right.

Sol L. Descartes: Gentlemen, I have learned something important, I have been working under a misapprehension.

Dorothy G. Petersen: I think I know one institution, that you may be talking about Dr. Descartes, in which the faculty has sole responsibility for determination, but I think this is very unusual.

Albin O. Kuhn: Doesn't the Board still have authority?

Dorothy G. Petersen: Under the Board.

John J. Theobald: Doesn't the Board at least listen to the President, then?

Sol L. Descartes: Let me tell you that I know, from what the President of the Catholic University has told me, that he has to defer to the Senate on a number of questions.

Albin O. Kuhn: Well, I don't think there is any question that in academic matters the Senate has a very important role, but there are very few institutions that I have seen or know anything about where the President does not have a role of either passing along the word with his recommendation or, in many cases, is required to pass it along, stating he does not recommend. In other words, that is automatic in many cases; but it's a split responsibility, and I don't think you have an unfair advantage in this situation.

Sol L. Descartes: How about the University of Puerto Rico? There the law, of course, regulates this. Mr. González Vales.

Luis E. González Vales: It does specify a number of the things that the Senate is entrusted by law to do, but, of course, here again we run into a problem of interpretation of the law, and it is within the contraints of their own campuses that the Senates can have those powers. Anything that affects the policy of the system is beyond the powers of the Senates because the final word is always with the Board of Trustees.

Albin O. Kuhn: In all matters?

Luis E. González Vales: In all matters, right. The legislature delegates to the Board of Trustees all powers that are needed to administer, legislate and run the university.

Sol L. Descartes: The law is awful. The law was drafted under special circumstances to take power away from certain quarters. What was not understood was that the same people who advocated the removal of power would inherit the university. Now they have inherited it, and they can't run it.

Luis E. González Vales: They are now advocating for power.

Albin O. Kuhn: Almost any Board is going to want, very much, clear cut recommendations, or lack of recommendation and reasons, from a chief executive officer. As long that is true, I don't think the picture is going to change basically. You know, one of the fine things is that when it comes to recommending academic matters, there is not an administrator that I know who would not look to the Senate to begin to tangle with this and make the right decisions.

Sol L. Descartes: Well, this is the case, and, incidentally, in experience with our Senate, the percent of concurrences is as high as or higher than 98

percent. There are very few times when the President disagrees with the Senate. Sometimes it is over something very minor. We have always managed to work successfully towards getting agreement with the Senate on any significant matter. Take, for example, the curriculum reform that we undertook. The result was, of course, that it was very mild, almost unnoticeable, but it was very democratic.

John J. Theobald: That is the way you want it. But the concept that, in striving to get more democracy, you relieve the President of his responsibility to express an opinion on something that is to go before the Board is unthinkable.

Sol L. Descartes: No, I didn't talk about relieving the President. What I meant was, for example, with respect to the individual Senate of a unit of UPR, the Senate may have final authority to determine entrance requirements or requirements for degrees.

John J. Theobald: Subject always to the Board, and the President is a representative of the Board. You may not negate his role in that without creating some split authorities that could get awfully troublesome.

Albin O. Kuhn: You know, your Board of Trustees is never going to give up the fact that it can finally rule on these situations. It can not give it up. I don't think it would work for a campus to proceed and put in an admissions policy and hope that next year the Board of Trustees would not say, "Hey, you guys, that doesn't make sense."

Sol L. Descartes: I was considering the possibility of relinquishing it, not immediately, but over a long period of time.

Albin O. Kuhn: I think you are nuts.

Sol L. Descartes: I will try to be mentally sane, but I am delighted to hear that. Let us hear Mr. Kenneth Kalantar, and I will get back to you later.

Kenneth E. Kalantar: You requested the members of the faculty to talk about guidelines for budget priorities and things like that, and how we could get more involved.

I think that the faculty can, indeed, as they are going through a few members of the Senate chosen by the Executive Committee of the Senate. On the local level this could also be done. But these guidelines should be prepared at least a year and a half or two years ahead. I was involved in this year's report, and I had something to do with its priorities. The Budget Guidelines Committee sat down and started talking about guidelines, which had been already prepared for this next year's budget. So there was no way in which the faculty members could really give very much, or get very much involved in it. Whereas, if they were to talk about the 1977-78 budget from now to May--investigating possibilities, talking about the possibilities--then, in October, when the budget is written up and presented before the Committee for approval, there would then have been some in-put. In other words what I am saying is that a two year period of advance thinking, perhaps, has to go into this and, if you get the faculty members who wish to get involved in something like that, I think it would be very good.

Sol L. Descartes: Well I don't know if they came too late this year, or if there was some delay while the guidelines were written. Let's go back to Dr. Strong.

Raymond L. Strong: Its somewhat related to what Dr. Kalantar was saying. I am thinking about the role of the Senate in the whole university system. I can see fairly clearly how most of what the Senate must deal with are standards, norms and priorities for the whole university. But I have been impressed today by the team's comments in terms of dynamics between the central administration and the units, the need of having the units come up with more specific priorities of their own. In this particular case, it is something in which the Senate cannot get involved.

I want to raise a question now to get some advice from the team. We have been talking about the units making recommendations that go up to the central administration and even to the Board of Trustees. I see a need, now, for allowing time, and that is where the suggestion from Dr. Kalantar comes in, for allowing more time for feed back after the budget priorities have been set, to go back down before the budget is frozen. For example, as the budget goes up and comes back down there is going to be some cutting, and time is needed for the units and even the faculty to see that the cuts were made at the right place, for it's at the local level that the cuts are really felt. How much time can be allowed, and is this really a fruitful endeavor? I feel that, in our system, we can get more fruitful input if we allow time, after budget cuts have been made, to go back down to the unit levels, and involve key faculty members there, particularly department chairmen and so forth, to see whether the final adjustments really fit well.

Albin O. Kuhn: Budgeting is done very differently in different institutions. It is awfully hard to compare unless you have a fair amount of time. But if you

can look at the question of developing guidelines for making the budget, a blue print of what you want most to do in the following years, then the question of cutting, or anything else, is not that important. If there are not resources to do what you want to do, then automatically the budget is going to be cut. But you are going to cut it in accordance with a priority system of what is the most important thing you are trying to accomplish. Now, getting that in a later stage with some kind of a local input does not seem to me very practical.

Raymond L. Strong: When we were talking about guidelines it seemed to me we were talking about university-wide guidelines. But I heard some input from the team this morning about the need of getting some kind of budget priorities, educational priorities at the local level. So, I am wondering, are we using guidelines in only one sense, university-wide, or are there guidelines at the unit level as well as university-wide guidelines, and how can you get some fruitful tension here that helps?

John L. Swink: I think one of the things you get in budgeting, unfortunately, in a university set-up, is that too much of it is incremental budgeting, or adding on to existing programs. I think where the input comes in and where you have to have your priorities is to find out where there is some free money, and, when the free money is made available, then you decide on the basis of your priorities where it is to be used. Now, it is decided that there is some free money in a budget that goes down to San Germán, let's say. It would seem to me that, so long as it fits within the guidelines that were accepted, the Vice President there should have some flexibility

in the use of that money. He could call the faculty in to make a determination, "Should I do it this way or should I do it that way?" but actually there is not an awfully lot of free money floating around unless you decide to cut something. If you decide to cut something out of an existing budget, you then generate free money to use on something that has a higher priority. I think that the faculty involvement should be, "What can we cut, so I can have money for this program?"

Sol L. Descartes: Excuse me, I think that, as far as I am concerned, the point has already been made. Would any other of the observers like to ask questions or to make comments, because we have been sitting now for about two hours and, rather than call a recess, I think, if it is possible, we might wind up the discussion of this topic right here.

THE THIRD SESSION:

Students and Alumni

III

Tuesday, November 25, 1975
Morning Session

Sol L. Descartes: Let us proceed. Many people from the university have stopped by to say that they are thoroughly enjoying this seminar and consider it extremely worthwhile. Under these good auspices let us start this final day of exchange of views with the topic of 'Students and Alumni.' There are a lot of things that can be said about those two items. Let us hope that we say the things that are most pressing. Who is to treat this?

Dorothy G. Petersen: Dr. John Theobald.

John J. Theobald: I think that the first thing that you have to recognize when you start talking about students, student activities, and alumni is that you are talking about a broad variety of things, some of which will fit your needs and some of which probably won't. You have to fashion the things to your own particular situation. I'm going to try to cover the various things that I think are frequently part of student activities and alumni affairs rather than try to tell you any particular patterns.

You know, student activities started, really, as a way to keep students busy and out of professors' hair. That, really, is the way it began. And there are some schools that are still using it that way. But, if they do, I think they are wasting money, and I do not think they are giving the fullest possible education because, to me, a good student activity program is pointed specifically at the business of improving the educational 'take' of

the student. It should be an educational asset. For example, it certainly should be of value in terms of reducing attrition because, in all fairness, the students who came to you in the beginning, if they have a reasonably satisfactory experience, should want to stay with you. Making sure that they have this kind of experience may well be more efficient both educationally and dollar wise than going out and digging up new students and giving them half an education. Finally, I think much of the enthusiasm of the alumni stems from their activities, their associations, and their interests on campus with both faculty and students.

I am acutely aware, also, as I talk about this, that one of the things many stateside institutions have reached for and have not been able to achieve is a real balance between the thing I call guidance and the thing I call academic counseling--the participation of faculty. And there are schools that say, "We need nothing except faculty. All faculty are members of the counseling and guidance staff." This falls flat on its face, basically, because all people are not gaited to become counselors and advisors; then, secondly, because there are certain professional skills which some students need and the average faculty member is not prepared to provide them.

Optimumly, you ought to be reaching for a very close relationship between the trained professional--the guidance counselor--and the teaching faculty. You folks have an unusual situation here, from what I saw, in that you have a goodly percentage of faculty intensively interested and doing this quite without a structured framework. I have never seen better student-faculty relationships and faculty-student-administration relationships

than I saw here in Puerto Rico, even though they don't even remotely resemble the structured situation that we statesiders have, in general, tried to build. It is apparently an automatic thing, a part of your culture and attitudes. And I think this should be built upon.

Optimumly, the guidance counselor has the job of handling the social and emotional adjustment problems, but I think, also, he has a responsibility to teach faculty how to spot those problems early. Most of your social and emotional adjustment problems disappear if you get them early enough, and they are almost impossible to correct later. So, somewhere in this faculty-counselor relationship, you have to build an exchange that enables your faculty people to identify the youngster who needs more than academic advising, the student who has the beginnings of potentially more serious problems, and you have to get tnat youngster to the trained counselor early.

I think, also, that you can not possibly expect the counselor to really know all of the details of academic advising. Yes, you might get him to bury himself in one of the disciplines so that with the majors in that discipline he could do a reasonable job, but even then he won't begin to do the understanding job of the person who is on the firing line teaching it, who knows much more intimately what a student must have to move ahead and what problems he runs into if he is not solidly grounded in this, that, or the other thing. So that I think you have to turn to your faculty for this, and you have to pick the people who have the temperament that will go with it, and, as I said, I think that you are lucky because I think you have a lot of people with that temperament.

I can't begin to overemphasize the importance of a wedding between these two. How you set it up, you will have to decide. In my place, we set it up with five teachers and one professional counselor forming a team. They meet regularly and discuss the borderline cases: "Is this the case of somebody who needs additional attention that I as a teacher cannot really give him?" We have found that some of these teachers become highly skilled in the professional skills of the counselor. They, especially with the aid of frequent consultations with the counselor, may well be able to do some of both jobs. Others, thoroughly facile at advising and even at recognizing psychological and social adjustment problems early, may not be able to counsel effectively. However you do it, build a close relationship between counselor and advisor and a ready understanding of when the professional skills of the trained psychologist are needed.

This, of course, raises some interesting questions. The counseling people have all sorts of formulas regarding the number of students per counselor. They range from about one in three hundred to...well, I don't know whether any of the professional counseling staff will go as high as one in a thousand. But what you do when you are using a combination of teachers and guidance counselors has rarely been defined. You are obviously going to be able to handle more students per counselor in that kind of situation, because your teacher is taking a great deal of the burden off the psychologist's back. I suspect you have to play it by ear and that the effective ratio will vary from place to place depending upon both students and faculty.

The second thing, and it is very closely related, we have found, particularly in the areas of drugs and alcohol, is that properly trained students--peer counselors--frequently can identify problems much earlier than we of the faculty can, and they can get youngsters away from one of those habits before it has become imbedded. Sometimes it is merely the business of getting a youngster into a social atmosphere where he is accepted. Often he finds himself alone, ignored by his colleagues; he is an introvert and not an extrovert, and he starts going to escape mechanisms. A peer coming in and spotting this early, seeing to it that this youngster is taken into the fold in the social activity of the campus, can easily prevent a tragedy. It can make all the difference in the world. It is infinitely more effective than any system of cure that we have discovered. You can, nine times out of ten if you catch it early, prevent the thing from happening. And you know full well that, if you correct the basic problem, the chances are one to ten that you will not get repetition. We are talking about tremendous ratios here, both in terms of the ability of your students to perform at their assigned tasks and in terms of their ability as they become useful adult citizens in society.

Another thing which we found of great value was that the peer group counselors were beginning to learn something about community responsibility in a free society. They became more active as they went out of school, and they started joining into the affairs of the various community groups which were trying to improve the way of life. In effect, you have a double-edged sword.

How you combine these, that is something you have to translate into your particular situation. But all three of these are very important elements of a really good guidance program in a college.

I do want to emphasize the need to see to it that the peer counselors get some fundamental basic training in counseling--professional training--and usually one course will do it if the course is well done. Then the peer counselors ought to have supervision, so that they can come and discuss the problems with a trained professional when they get into the fringe areas where they are not quite sure. What we do, I think, is most effective. The person supervising the peer counselors will meet with them regularly and go through an afternoon of exchange and discussion. Really these kids get a better foundation in psychology than most psychology majors get, and they get it in the process of doing something for fun.

We use these techniques not only in drugs and alcohol but also we have an "examinations anonymous," for those kids who just blow-up every time they come into an exam. We have student groups working with those kids to get them over it. We have a group of peer counselors who are tutors. We find, incidentally, that the best tutors tend to be our 'B' students, not necessarily our 'A' students. Too often, the 'A' students don't see the problem that the youngster who is having difficulties sees, but the 'B' student usually sees it and knows how to attack it; that, of course, is subject to all kinds of variations. We get some of our best performances from solid 'B' students, so, if you go into that, don't set the cut-off for the grade criteria too high. Let the cut-off point come down a bit if you have the right youngster.

These are things you can do, incidentally, for relatively little cost and that become important because a student activities program that does not keep its eye on what its purpose is--the improvement of learning--can become a very costly thing without the returns you have a right to expect.

There are a variety of other things which also become important. Obviously, you have to have somebody in charge of placement; you have to have somebody in charge of state and federal aid. These are very involved subjects in today's market. You have to have somebody who knows where you can turn for help for a student in a particular position.

The counseling and state aid should also be closely tied to the business of keeping a student from dropping out. There are clear signs, usually, but, usually, we find out about them, as we look, after the fact. But there are clear signs that can tell you, "This youngster is likely to be dropping out." And if you get to him early, maybe you can get him over the academic humps, things he has failed to learn a little way back, things that are affecting everything else which he tries to learn now. If you can get him a part-time job or get him some aid, you can often prevent those drop outs. Not all of them, but I don't have any doubts that you could move from your 55 percent dropouts down to 25 or 30 with a diligent program. And, if you can do that, you begin to pay for the cost of this kind of program.

Finally, on the question of student activities and of recreation. This is a part of the business of the 'whole person.' Obviously you have the various clubs that students register interest in. You ought not to have professional student life people heading those up; you ought to have your

faculty working with them as faculty advisors. These faculty members ought to have somebody who they, in turn, can meet with to get guidance on how best to proceed.

As you move into your athletic programs, these again can either be large participating programs or extremely expensive programs for the few. I would urge you stay away from the high powered sports. Think in terms of intra-murals. This does not mean you can't have college teams, but you can get your college teams coming up to you out of the intra-murals as, kind of, the all star groups. They are the students who, really, you don't want in the intra-murals because they are too good. You don't want anybody to be always a loser or always a winner. So you take that individual and you put him into more rigorous competition, thereby giving some of the lesser lights a chance to shine in the intra-murals, and at the same time you give the 'star' youngster a chance to take some lickings instead of winning all of the time. This can be effectively balanced if it is done, not with a high-powered sports approach, but rather with an educational approach. You can get some very respectable teams representing you with that kind of operation, because you have infinitely more participants along the line. I can assure you there are more potential record breakers of the mile among those who never ran the mile than there are among those who have run it and succeeded. It is a question of participation.

I think that's enough for the moment, I'd like to get some discussion. I know that you have a different problem than most of the colleges stateside. Let's have some of your reactions and some of your thinking and see where we can go.

Sol L. Descartes: Excuse me. First, of course, comments by the consultants, and then we will procede with comments from other participants.

Albin O. Kuhn: I'll be glad to kick off. I wish I'd heard this lecture about ten years ago, because, frankly, I've found over the years that the business of how to have a good student life program--the kinds of things you are talking about here--is perhaps the most difficult job that I faced on the campus.

I think we probably all agree that it is not an area in which it is easy to prescribe what will work and what will not work. Your emphasis on adapting problems and opportunities to the situation was well taken. I think we would all agree with that. I suspect the thing that has impressed me most, over the years, in working with institutions is that if the persons who are in charge, and this goes for the President and all those on site, that if the persons in charge care and if they have any understanding of what is involved, then you begin to get a pretty good student life program on the campus. They should care but they shouldn't attempt to own or to take over the student life program and put the students in the shade. They shouldn't try to own the students.

I think you have both a problem and an opportunity at Inter American that you may not fully recognize. If I understand correctly, in the last five or six years, there have been two years when your enrollment has jumped about 30 percent. I would submit that every time that happens to you, you had better examine everything you are doing in student life real fast, because what worked last year may not work next year. That is, depending

on how you look at it, both a problem and an opportunity; but that kind of growth can really change what happens on campuses and at centers. You know, we all tend to be creatures of habit; we do things this year as we did them last. If that happens to you, you'd better make a sudden halt and examine where you are.

One thing that you mentioned that I would agree with very strongly is that you try to find opportunities and places for students to do things together. Let me try to explain. If you can have a few spots where small groups can study together, if you can have--in any nook or corner--a study booth where the persons can stop and where two or three can congregate, oftimes the investment made is worthwhile. I know this is touchy, and especially touchy when you are tight on space, but your investment there may bring a better return than an investment in more people.

Sol L. Descartes: Yes. Any other of the consultants?

G. Bruce Dearing: A couple of thoughts have occurred to me in regard to what John (John J. Theobald) has said.

One of the problems in dealing with students most effectively is to make the diagnosis so you can have the proper prescription. Very often, what looks like an academic problem is really an emotional problem, and what looks like an emotional problem really has its base in an academic situation.

It seems to me that the idea of the team is a very useful one and, at least, the concept behind it ought to be applied everywhere.

Another thought has to do with the semantics of the situation and certain habits of mind that we have in academe, both among students and among faculty, that tend to make the idea of remedial education something that is inferior, or that ought to be held at arm's length or avoided, if possible. Among students, this frequently translates into, "Why are you making me take this work for which I get no credit, in order to get on to the work I really want to be in now?" For the faculty, it frequently translates into, "Why do we have these students here if they are not ready to go to college? We are college teachers." But it does seem that in the mission of this institution and, indeed, most institutions of higher education now, if they have any kind of service orientation, the appropriate approach is to come to the particular student where he is and provide these interfacing experiences that make it possible to get on the main road.

It really is not a very good device to say, "Get out on the thruway on your bycicle and pedal as fast as you can." It is better, really, to get-up to speed with the appropriate vehicle. So the idea of determining the nature of the problem and the most relevant approach to that problem is, it seems to me, basic in everything we are doing, beginning with John's (John J. Theobald's) concept that, "All student life activities really are in support of the learning experience." They are not a separate matter.

I remember an instance just after World War II, when a great number of GI's were coming back into the colleges, and a very significant group of them had been very skillful in their work in radar or whatever it was they were doing, and they were obviously highly intelligent, adaptable

people. Yet, suddenly, they were flunking, and they were developing ulcers and depression and lots of emotional and physical symptoms. It was discovered that in very many of these cases the problem was simply one of their not being skillful in reading. Having learned inadequately to read, oftentimes because when they were six years old their eyes had not assumed their adult shapes, they had devised, being intelligent, all sorts of devices to escape reading and to get along in their schoolwork without reading. They just never had learned to read effectively. When this was discovered, and some really quite simple devices were taught such as not looking seven times at a line but twice, suddenly they were freed to make the 'As' that were expected of them.

We need to correct the mental set that says,"If anybody is not ready to take the conventional, instructional experience then he does not belong here." We should rather say, "Let us try the unconventional one," or, "Let us adopt some of the innovative or the alternative instructional strategies to meet these students where they are." I take it as an article of faith that not only is every individual human being valuable in his own right, but that every student is valuable to his institution and is not to be simply thrust aside if he does not fit.

I have, as some of you know, another crotchet--an insistence that physical education <u>is</u> education and not something other than education. The idea that is so deeply ingrained in many of our academic institutions that real education is English, Mathematics, History and so on, and that physical education is fun for a Saturday afternoon or for after-hours, or

is something that really does not deserve academic credit, or does not really deserve faculty status, or does not have any real claim on the budget unless it can support itself--that is a very bad notion, I think. It is particularly mal-adaptive in the kind of society we foresee in the future where there will be a great deal of leisure. There will be longer life, and there can be longer life, in part, because of the learning one can get about his or her physical being, and the way in which one can engage the whole person. I would argue strongly for bringing physical education in out of the cold, if that is where it is here as it is in many places. Let us re-think the amount of academic credit that should go to physical education learning experiences, the claim on facilities, the claim on faculty lives and faculty time, on attention in the curriculum that is appropriate to this really very important, and not peripheral but central consideration in the education of young people who can live a much longer and much fuller life if they are not educated merely intellectually.

Sol L. Descartes: Would any of the other consultants like to comment?

John L. Swink: Generally, when you are last on the list, everything important has been said. In the student life area--and I am talking mainly of those activities not in the counseling area--one thing, one impression that I always got was that the student life people often became, really, just great tour directors for the four-year period that the student is here. It seems to me that they have an opportunity, in this whole student activity area, of letting the students themselves grab ahold of the situation and exert some leadership, rather than having everything prescribed by a professional.

I think that here is an area that the students can take over, can do their thing to their advantage and to the advantage of the program, and I think it ends up being much less costly and much less directive.

John J. Theobald: I would have to echo that, Mr. President, I think that John (John L. Swink) has said something very important.

Sol L. Descartes: I think the echoes are reverberating around. Now we can open it up to questions and comments from the participants from IAU. Let us give the Vice President for Student Affairs the first chance. Mr. Ferrer.

Fernando L. Ferrer: I just wanted some comments from the members of the team on three areas of student affairs which are very important to us. These are student participation in student organizations, in student government, and in student discipline.

John J. Theobald: Well, I would pick up where John Swink left off, Mr. President, and say to you that if you are really going to have student leadership in these programs, and I think you must, then you must also have some form of student government. You ought to define the responsibilities of that form of student government; you ought to take it seriously; it ought to tie into the total welfare of the institution and not be merely a matter of collecting student activities fees and working on a budget that makes sure that you don't spend more for dances and things than you should. It ought to be a real involvement in terms of the student part of the institution.

Now, I understand that once you go into student government you will get student governments passing resolutions that bedamn and bedevil the faculty and the administration. That is all part of it. But, I want to

submit to you that this is part of growing up, and, if you really have given the leadership role to your more stable students--and they will be ready to take it if you really open the doors--they ought to be able to handle this and they ought to be able to learn in the process of their handling it on the campus.

How do you handle these things in after life? Most of us move into responsible life, in terms of making a living and raising a family in a community and the rest, without any notion of how to handle these obstreperous situations. As a result, we frequently are suckers for the radicals and the extremists. I submit that the place to make those mistakes and to learn is on the campus, even though it is irksome on occasion. If you really give the leadership role to your solid students, you will find they will keep this in very fine perspective.

G. Bruce Dearing: We continually say that we shall go back to first principles, and we try to determine what the purpose of the enterprise is and then devise the strategies for carrying out that purpose. The purpose of student participation in these fields that you described, is to generate ideas; to be sure that the views of the students, which are likely to have at least different valances or different priorities or sometimes completely different directions from those their elders (who are former students of anywhere from a few years to a great many years) may have. So one needs to engage students in order to get these ideas that can't really come from any other place.

The second thing is to communicate the ideas, to have some structure to be sure that, once generated, they get into the decision-making process (whatever that may be). Also, those who had the ideas or who had the concerns deserve some explanation for why a particular thing is done or why it was not done.

The third thing would be the matter of participating in the decision-making process per se. If we lose sight of the first two and think only on the latter we sometimes get caught up into really quite unproductive power struggles. It seems to me that it is more important that the best ideas be generated and applied most effectively rather than to focus on whose idea it was, or who it was who decided which idea was to be put into effect.

There are, quite properly, a variety of different structures within which these three things can go forward. I found myself fascinated by looking at your situation in San Germán some months ago where instead of a standard campus-wide elective group you have representation of the students from smaller groups of elected persons--from clubs, from various organizations, and the leaders of those organizations participating in the structure of government. It seemed, at that time, to be working really quite well and to be, at least in the judgment of some students, serving their purposes better than another structure in which there had been a campus-wide election.

I think this will vary greatly according to the tides and currents of a campus at any given time. There is no single way which is best for democratic representation. The essence, though, is that there be some

representation, that the ideas don't get blocked either going into the decision-making process or coming out from it. There should not be a gerontocracy or a youth dictatorship.

There is a deep philosophical question, which I have never seen really satisfactorily resolved, as to the proper constituency in a democratic student organization. My own argument is that student representatives are part of an institution. They certainly have some responsibility to those who are students at this moment, but they are not fully absolved (or, if they are, the institution is not fully absolved) of responsibility to those who used to be students and who are now alumni and have an investment and a stake in the institution, both in its continuance and in the validity of its degrees. Similarly there is the stake of those younger brothers and sisters who have not yet come, but who have a stake in the institution and in its being there for them to come to at a later time. In the late 60's and early 70's when the political existence of some institutions was hanging in the balance, as in some places now the fiscal existence is, it was very important to argue that the institution's student constituency had to include former students and future students as well as present students.

This operates for administrative officers and for faculty as well, who have to take some account of the institution of which they are an important part but not the whole institution. I find myself arguing with those who say, "Sir, the faculty is the institution; a President does not have a faculty, a faculty has a President," or, "We are the consumer; we are the students;

this place is for us; you must do what we want at this moment." These are legitimate but not all embracing claims, and it is necessary to think constantly of the institutional needs, not to the extent that the individual person is denied his self-interest, but neither to the extent that the institutional long-range goals and purposes are sacrificed to short-range passions or to vested concerns of any one of the constituencies.

John J. Theobald: I want to get back to something you said in the beginning. It seems to me that we ought to keep our eyes on the ball, however we structure it--our student government, our student role and the rest--the ball of making sure that the people who select representatives know those from whom they are selecting their representatives. This is one of the things that intrigued me, too, about the business of club representation. At least they knew who they were sending to the Senate, or whatever you called it, and presumably made a relatively mature judgment; whereas, if you open it wide to general elections with nominations, you get into all sorts of potential political intrigue and people voting for those whom they do not know. Under those circumstances they really are not getting representation at all.

Sol L. Descartes: Brian (Brian W. Irving), you had raised your hand.

Brian W. Irving: Well, this is in regard to an earlier question, the intra-mural athletic program. The reason I raise this particular question is because I probably have been more involved in it than some of the other vice presidents, but I'd like them to consider it also. This is the question. For several years, I have had a great many problems with the athletic program at San Germán.

Sol L. Descartes: Any particular aspect of that problem?

Brian W. Irving: Yes, and I have been thinking about this a great deal. The President began this intra-mural program within the university several years ago. I was then in the military programs, and I was involved in it. I found it to be a very excellent program. Gradually this program has taken in all the regional colleges, the San Juan Campus and San Germán. Recently, because our sister university has been having difficulties in financial affairs, they have been cutting back on their athletic program for the Puerto Rican League.

Furthermore, I've been running into a great many difficulties in San Germán with athletic scholarships. They are a disunifying factor because the coaches and others fight over their share of the pie, and the students come to expect scholarships as a right and not as a privilege. My feeling is that it might be wiser for the university to more or less--not to get out as completely as you mentioned--but to go more into these intra-mural programs, and get more participation in all of the parts of the university, the regional colleges and so forth, at less cost and with more involvement. We can, after all, play basketball and such things without too large a cost.

What I am really requesting, and what I already have requested, is that we eliminate athletic scholarships entirely, and put that money back into equipment for enlarging the intra-mural program. In addition, of course, I am also somewhat scared because of women's liberation. We have been giving more money to men athletes than we have to women. Now, in addition to the complication of deciding that basketball will receive

this amount of money and soccer that amount of money, we also have to split it right down the middle between men and women. This is something I would like to have your reactions to, and the President's because I have requested his decision on it.

Sol L. Descartes: This university, because of its very nature, has as an imperative in the promotion of intra-mural sports. At a time of very limited funds, I established funds to start that program, and, although it has not been extremely successful, it has moved ahead. It is a great pleasure to say that one of the things that we did in this supplementary budget was to grant practically all the money that was requested by a committee appointed by the President to study the entire question of athletics. They recommended a budget which was almost 100 percent accepted and incorporated into our supplementary budget. So, we have demonstrated that we believe in this thing from the point of view of dollars and cents.

Now, it gladdens my heart that in regard to a painful and controversial issue, I will have the opportunity to say, "Now, I did not originate this." It originated where it should have, and Brian (Brian W. Irving) will get both the praise and the blame because I think that, if it were not for the fact that I have been told that it is very bad to make decisions on the spur of the moment, I would tell you right now, "Your request is already granted." I should not say that in front of all these experienced administrators, but I can tell you that it has made a lot of headway. I want to see it incorporated in the things that we are going to decide.

I think this is an excellent place to tell you, for the first time, that certain aspects of our relations with other universities may put us in a

position where we may be almost compelled to rely exclusively on intramural sports because we are not going to allow other universities, without some equality of representation, to decide how we run our things, what we do or when we have a vote and when we don't have a vote. I hope that each one of you vice presidents will begin to work with your students to tell them that for sometime we may have to forgo inter-university competitions in favor of strengthening our intra-murals and our position. So we may have a little quarrel on our hands, and I hope that I may have the backing of all of you. I know that when it is explained, it will have considerable understanding on the part of the students.

Luis E. González Vales: I think the point is very appropriate, and I think that one major thing that has happened in the whole inter-university athletic programs is that it has lost its focus in terms of the primary objective--it has become not participation per se, but winning. This, therefore, really puts it out of focus and proportion as far the main goals of a physical education program are concerned. I think that if you widen the base, and you open it up for participation by the vast majority of the student body, it would be much more educational and would be much more productive for the institution than trying to go for a cup or first place in the inter-university competitions. Certainly, I agree whole heartedly with your point of view, and I think that if the students are made aware of this fact, and they are given the opportunity to participate more fully in the intramural programs within the institution, in the long run, it will not become such a crucial issue as it may seem at the present time.

Fernando L. Ferrer: What has happened in Puerto Rico in athletic competitions between universities is that the backbone of the competition has been in track and field, like football in the U.S. All the universities spend a lot of effort during the whole year; the most able students train for a whole year for a one-day visit of the circus. One Saturday, all the students go to a track and field meet. There's a big competition and a big show. Now, the decision has to be made as to whether or not we are going to keep on participating in these meets--a lot of effort for a one-day competition--or widen the base of intra-mural sports and give to the majority of the students, even if they don't have the same athletic capacity, the opportunity to compete. To have more students actively participating and a lot fewer looking on from the grandstands: that is a decision the university has to make.

John J. Theobald: I can't help but talk just a minute about this. I am delighted that the field they picked was track and field because it is a field I do know something about. I have been on championship teams where there were no scholarships among any of us, where none of us amounted to a hill of beans in track in high school. In general, except for the sprinters, runners don't really develop until they are along about 18 or 19 and they may carry on, if they really keep with it, until 25 or 26--long after they are out of college.

I don't think you have to assume that your top performance will be inferior because your concentration is on intra-murals. I really believe a good intra-mural program can produce more, not fewer, champions and can do it without scholarships. I have a lot of respect for giving an opportunity to the kid who really is a champion to go up against other champions. But you don't have to proselyte the whole darned thing to the god of sports.

You can do it on an educational basis and you can give many the chances to succeed in various degrees according to their abilities. Believe me, you will not end up without some people who are really on the top of the pile, despite the fact that you have not gone the routine way.

Sol L. Descartes: This is in track and field. This university has been more intellectually bent, because we have been last or next to last in practically every event that we have participated in, in spite of the scholarships.

John J. Theobald: The first man to break the four minute mile was a medical student who was not on any kind of athletic scholarship.

Sol L. Descartes: This is a fascinating subject. I heard the UPR's President talk to our Association of Presidents here. He said that he had attended the meeting of the State Universities Association in Houston and that the Council of Presidents had devoted a considerable part of their time to the discussion of the matter of commercialization of athletics in the state universities. You know they are quite prominent.

G. Bruce Dearing: I'd like to echo what John (John J. Theobald) has said with a different valence. My heart is with the idea of de-emphasizing anything that looks like a gladiatorial combat intended to entertain the public rather than benefit the gladiators and the institution that produces them. I think that many of our state universities are in dreadful difficulty now because they are experiencing heavy competition from professional football, and they've got to become more or less professional. They have it tied up with alumni associations, and there are some people who once were students whose only continuing interest is in the fortunes of the football team, or the soccer team or whatever it may be.

Fortunately, you are not that deeply into competitive athletics. Accordingly, there is no question but that every encouragement should be given to the idea of making athletics educational, of getting as many students involved as possible and staying away from a preoccupation with professionalizing or winning.

At the same time, I think there is another analogy that needs to be brought to the fore. As John Theobald said, "Those who are really experts should be given the opportunity to test themselves against other experts," whether they are violinists or sopranos, or runners. There was a time when we said, "You really ought to give scholarships for students who play the oboe as well for those who are good linebackers." Maybe we need to provide some of the same support, some of the same attention and concern --facilitation--for those who happen to be very good javelin throwers or shot-putters as well for those who are very good chemists or musicians.

If we get back into the context of what a university is supposed to be, it includes the idea of generating excellence and of testing excellence in various ways, including a great variety of skills, none of which are wholly intellectual and none of which are wholly non-intellectual if they have any business in the university.

Sol L. Descartes: I think that a fine balanced statement. It may all really go back to how to grant those scholarships. We called them--I think that the word is really not well used--they are called, in this university, 'talent' scholarships. To translate that into the Spanish language makes a mess of the language. They are really aptitude scholarships. The idea was to bring

in people, as is done in the arts, in plastic arts, in music. The athletic scholarships are well buried in this group. It has a very fine appearance. It may be that the scholars should be selected on the other, more general grounds--not just for aptitude but aptitude combined with the average capacities, at least, for the other things.

John J. Theobald: I would not for one moment want to make it more difficult or impossible for an athlete to get a scholarship, but I would hope that, in making those judgments, we would make our decisions on the scholarships on a uniform basis that did not give the athlete a preference. I think our eye ought to be on the ball of providing an education for people who are well worth educating and can't quite afford it alone.

We have run the gamut in this country. We have run it from the point where because you were an athlete you could not have a scholarship--colleges were afraid that by giving it to you, if you were successful, you might sully the name of the college--to the point where we quite frankly go out and buy football players. Let us make no mistakes about it. Both of these are wrong, you have got to keep your eye on the purpose of the institution, on what you are trying to do. I think that means a uniform pattern of treatment, not special attention to one skill or another.

Albin O. Kuhn: I believe that last statement saved me from officially reporting that I happen to be a rebel on this team. I don't agree with fact that you ought to eliminate competitions, or that you ought to be upset about the fact that people like to watch competitions. I do believe that your statement is a very balanced one and that the institution is moving in good shape.

I might record that I come from an institution with a lot of emphasis on athletics and, also, that I have had the opportunity to found a new campus where there are no athletic scholarships.

John J. Theobald: Well I don't have any reservations; I got at least as much out of my athletic competitions as I got out of the classrooms. For a fellow who has been in the classroom all of his life now, that's quite statement to make, so I'm not pooh-poohing it.

Albin O. Kuhn: No. I thought your statement very balanced. Bruce (G. Bruce Dearing), over here, who was talking about the fact that we should not have spectators...well, maybe we ought to kick him out.

G. Bruce Dearing: I believe that a spectator has a role, but that the spectators should not determine the nature of the educational institution. The spectator is peripheral if he is from off campus; he maybe integral if he is a student. In some places with winning teams, you really can't fully refute the football coach's argument, "You cut me out, you cut your budget." I have served in a university center which did not have a football team, and where there was constant pressure to get a football team no matter what, because the town's people wanted to watch football, and they felt deprived. They apparently did not like basketball as much. We had championship soccer teams and lacrosse teams but the local citizens were not really interested in those sports; football was what they craved. That kind of pressure should be resisted.

Albin O. Kuhn: One thing about scholarships: there is a group of alumni who do like athletics, and I think, if you tie the price tag of supporting the

scholarships to the people who want to really push them, you can get a good balance there. You're in good shape if its not out of the till of the institution, but comes from those who really want to be spectators.

Sol L. Descartes: We have talked very little during this presentation of the alumni. Our alumni are very good in every sense because they do not get aroused too much by athletics. They are more intellectualized. But intellectually, definitely financially, they have not participated as much as they should. We don't have the problem of alumni pushing us in any particular direction. If we have some time, I would like very much to see if we can talk a little bit about alumni, which I don't think we have covered to any large extent. Are there questions from the participants? In a few minutes we will give the opportunity to the observers to write questions and send them to me. Let us talk a little bit about the alumni.

I may preface the discussion by saying that one of the problems of this university is that it used to be a single unit with a following and with loyalty. IAU used to be a residence college where a relatively small number lived an intensive life together under very strict guidance. This makes for considerable development of the college spirit.

Then the university went beyond the boundaries of the San Germán Campus and began to serve groups of people, a considerable number of whom engaged in what could be termed continuing education, and the university gave attention to groups of students arising from lower socio-economic groups. These things were done while the university was very poor with rarely enough funds, even, to deal with the essentials of a university.

These were the years when the university might have floundered if it had not been for the understanding of the Middle State's team that visited it and found the university in an almost chaotic situation of transition from a rather well developed unit, the first accredited in the Island, to a university going either into a period of disintegration or into a period of service under some kind of central direction.

The President who served this institution during that transitional period saved the institution, in one sense, but the same time almost ruined it in another sense. But it was retrieved. Then into my hands fell the job of continuing the restructuring of the university under these new conditions. This is where you find us, still in the process of development, still in a process of perfecting the organization and the university academically.

But in this process of transition the interest of the alumni has sort of lagged. Now we have to revise the whole field of alumni relations because we are not anymore, nor is our alumni anymore related to a residential college. Even at San Germán the residential aspect has been reduced considerably. Now we have to develop, to elicit, to create enthusiasm in the students during their attendance at the various units and keep that interest so that they are active as alumni of 17 different locational units with 5 different administrative teaching units. That is the problem, and I hope I might get some ideas.

John J. Theobald: Mr. President, I think, to begin with, the remark that Al (Albin Kuhn) made earlier, just after I had finished my presentation, is very much they key to this. That is the whole business of having students

understand that you care. This, in part, is what student life and student activities and the rest is about. Until you build this, you are not going to have the same kind of loyal alumni body that institutions have that have been working at it for a long time. You may have very much more trouble re-activating the interest of your alumni of the recent past, because you did not have programs of this sort, than you will have tomorrow.

I think, also, that you have to recognize that the important thing about alumni is not the dollars they give. I think it would be very ill-advised to go out after heavy alumni contributions in the early stages. Most of our alumni who are interested now will be your relatively recent ones, and most of them, if they give you $5.00, will be digging until it hurts. You have to remember that. If you do go after any contributions, make it a lot of people with a little.

I think your time for real contributions is coming. You now have a Law School. Brother, I would sure make it so that my lawyers had me in mind when, as, and if they were writing wills for people with wealth. This is where the big money comes from. You don't get a lot of money out of the $10 and $20 contributions. At Columbia two years ago I sat on the team that raised their money. We raised a few hundred thousand dollars in small contributions, but we got millions apiece from two or three people. Mostly these were not even Columbia alumni. Their lawyers were Columbia alumni--a very interesting phenomena.

You have got to think in terms of building alumni interest, and then you start thinking in terms of how you will get money out of them.

John L. Swink: I come from an institution that has 18 units which is quite similar to yours. We had that problem, and I don't say that we have solved it completely, but it seems that the solution that came out of our deliberations has some hope of solving it. That is, to have an alumni federation and concentrate the development of your alumni group on a campus by campus basis, or a college by college basis. Then have the representatives from those particular units come into the federation.

If your experience is the same as ours, you will find that the strong alumni association is going to come out of your San Germán Campus because of its residential pattern. Probably your next strongest, or maybe your strongest, will be your Law School. You will also have varying interest over the years.

As John Theobald said, don't expect to get an awful lot of money out of them, at least initially, particularly when the part-time student is predominant. The most important thing, I would think, for Inter American, at this stage of the game, is support, I mean moral support. I think that this has at least the possibility of working. It seems to be working at Rutgers reasonably well at the present time.

Sol L. Descartes: Without knowing of that experience, we, independently, came to the conclusion that we have to do that. I call it the decentralization of the alumni function and passing the responsibility for the organization of alumni groups to the vice presidents of the various units rather than being centralized. The centralization is only a support type of activity for the activities of the vice presidents of the various units.

I had not seen this for a number of years, but I suddenly became aware--it shocked me--that we were not getting anywhere. I began to think about it, and we finally said, "It's got to be regionalized. It can't be a single unit that you try to put everyone in together because student-alumnus loyalty is developed for the unit that he attended." In the past that loyalty was to the old Polytecnic Institute.

We have a habit in this university of choosing names that have absolutely nothing to do with the mission of the university. It was called the Polytecnic Institute, and it has never been that. Now it is Inter American University and the only way I can justify that name is by saying that it might be an aspiration, because we are not an inter american university at all.

John L. Swink: One thing that you want to be careful of as you develop your alumni association is not to let them draw their examples from the States--I think Maryland is a good example--because then the fate of your athletic teams determines the amount of money the alumni gives.

Albin O. Kuhn: I would like to comment on the alumni area, and I do appreciate the plug. In the alumni area, Rutgers does have quite different units pulled together. We, fortunately, have had a similar experience in what we call an alumni council with one or two representatives from each of about 18 different areas. IAU needs, in the long-run, something that ties together the whole university. It does not need to be a powerful group and does not need to meet more than quarterly or maybe three times a year, but, as time passes, alumni begin to have a considerable attachment to the institution as a whole. I think you need the two sides of this. The interesting

dilemma over the years in developing a stronger alumni association, is that it is very important as psychological support for the institution, and, for public institutions, in certain other ways.

But at the same time, you never build a strong organization that does not also want to affect the institution directly. I think I'll go back to what Bruce (G. Bruce Dearing) so ably said earlier, "The important thing is to recognize that alumni, students, faculty and administration all have an interest in what it is we have as a university." It is important to recognize that governance of the university is really the Board--the Board of Regents, or the Board of Trustees, by whatever name--and it is important to keep that open door where good ideas coming from any of these groups can be aired, are not shut-off all of a sudden. If you can keep that kind of climate then, in fact, I think alumni can have a very important place along with faculty, students and administration. The crazy thing is that most people think the President governs an institution. He really does not.

Sol L. Descartes: I know that, unfortunately. None of my pet ideas have yet made much progress.

G. Bruce Dearing: Speaking with experiences in another system, I'd like to confirm what John Theobald said. We have now 64 units in our system, and an abortive effort was made to try to get people to think of themselves as alumni of that system. That abstraction is too big; it won't work. But there does seem to be a middle ground where one recognizes an emotional tie to the local campus, the place where one got one's degree, and an intellectual commitment to the abstraction of a multi-campus institution.

It is possible then to take pride in the comprehensiveness, in the mission and in the accomplishments of a total system, but still to be emotionally attached to a unit of it. It may be possible to work in a regional pattern, particularly as more and more of your graduates of regional colleges go to one of the upper division programs, so they have an emotional attachment to two units within the system.

It is not inappropriate to extend the idea of the moral support and the social and political support to include people who are not graduates but who have by contiguity, or some other kind of interest, an investment in the institution. One thing which we have found successful is to have a foundation, or a booster's club, or a variety of other organizations around a particular campus so the people become, in effect, honorary alumni, or may become invested in the life of the institution. They make up the audiences whether they are watching athletic events or piano recitals. But they do get involved. I think that some of these non-alumni of Columbia are not only those whose lawyers are Columbia graduates, but are people who have lived in New York and have participated in and been beneficiaries of the greater academic community. They sometimes are more loyal and more deeply involved emotionally than those who actually attended. That is a dimension of the community of the university; it includes not only teachers, scholars, students, administrators and the governing board, but also those who are neighbors, participants, admirers, observers, and sometimes even, temporary antagonists.

Albin O. Kuhn: Bruce (G. Bruce Dearing), let me ask just a quick question. You are 64 institutions? That's not really an institution. That's a conglomerate, and in a conglomerate there is no way to build a central tie--I did not want it to get confused. I think where it comes out of one institution and it becomes multi-campus, there is still importance in a central tie. I don't think it would ever be possible in a SUNY system.

G. Bruce Dearing: Much can be done through the alumni federation. I think there is never going to be a way in which a graduate from the State University College at Fredonia says, "I got my degree from SUNY," anymore than anybody is going to confuse a graduate of Berkeley with a graduate from UCLA. We see this identification also in academe where people are unlikely to say, "I am a teacher at San Germán," rather, one might say, "I am an anthropologist who took my degree at Chicago."

Dorothy G. Petersen: I have a very practical question to ask, and call on our financial man here, tying in with our discussion of the budget yesterday. What percentage of university funds, John(John L. Swink), would go to support an alumni association? It has been my experience that institutions with very strong alumni associations have large staffs with a constant flow of publications and contact with alumni. All of this, of course, costs money. Are those alumni staffs self-supporting, or does a good proportion of the university budget go into this?

John L. Swink: Well it varies from place to place depending on how strong an alumni association you have, and how active the alumni are in giving. At Rutgers it costs us maybe three hundred thousand dollars, and we get from that somewhere in the vicinity of six or seven hundred thousand .

Dorothy G. Petersen: It costs $300,000 to support the alumni staff and get the contributions?

John L. Swink: I don't think there is that kind of a one to one relationship in the expenditures because what you do get is a lot of other intangibles that are coming out of the alumni. So you can not really count them. Princeton has quite an extensive budget, but they churn up several millions of dollars every year, and their alumni contribution is really the thing that balances their budget every year.

Glenn J. Christensen: You raised a point there that I think we need to note--the single campus university has an easier time with its alumni than the multi-campus system. In most single campus colleges and universities that I know, the cost of operating the alumni association is a fraction of the contributions of the alumni, so that there is always enough gain. But this is much more difficult to maintain in a multi-campus institution.

John J. Theobald: Yes, and yet at Columbia, which is one of the very successful fund raisers, they are still organized on an individual school basis. There is the School of Engineering, the School of Law, the Medical Schools and the colleges so on down the line. They do have a central structure, such as I spoke about, so that you have, rather consistently, a consciousness of a total university before you. But you get the enthusiasm on the part of your alumni in association with their particular school.

Sol L. Descartes: We have some figures here. This is an excellent publication just put out by the Association of American Colleges. It is called The President's Role in Development. Understanding by 'development', really,

'fund-raising'. I don't like the word 'development' applied to this, but that is the way they do it. We have, for example, the total volume of the gift income range and the median expenditures, and they are very interesting figures. In all cases they are only a fraction. For example, the first group--institutions receiving from a million to three million--spend about $300,000.

This roughly is what this university was spending on the so called 'development function' in 1968-69, when I came here, and we were not getting more, actually, than $200,000. Are these figures within the ball-park, Ricardo (Ricardo Ramírez Acosta)?

Ricardo Ramírez Acosta: I think it was more than that.

Sol L. Descartes: In gifts? It was about a hundred percent? Anyway, I quickly reduced that expenditure. It was what I called 'drastic surgery' last evening. We cut it down to from $250,000 to $90,000, and we never have been able to get much more than $225,000, which is now down to a very meager amount of $25,000. Whatever has to be done in the way of spending the money must be related to the capacity to receive money. The experiment of my predecessor with this development, then, was a failure, if not a fiasco.

Albin O. Kuhn: One of the problems, I think, is to place a true value on the gifts that come to the institution, because it is so very difficult to get undesignated funds. Often, in getting funds, you take on something that you must do with them that can divert, sometimes, the main thrust of the institution. So its tough to evaluate, sometimes, the real value of the gifts. Gifts can be very costly.

Sol L. Descartes: They may ruin us. It may be completely wrong for a university to accept a gift. Oh, we had an offer of a boat--a submarine chaser, or something like that--that was going to be converted into an oceanographic laboratory, and we were going to get the...

Luis E. González Vales: You were going to get the experience of that?

Sol L. Descartes: We didn't have the money. So I quickly turned it down because we were going to have to spend more than it was worth. So we don't have an oceanographic laboratory.

John J. Theobald: On the other side of the ledger, there is a university down in Florida, it shall remain nameless, that takes any boat that you will give it and has a staff set up purely and simply for the purpose of selling those boats. It does very well at it.

Sol L. Descartes: Our gift was tied up with an oceanographic laboratory. Since we are a little bit more free with our time this morning, we will now adjourn and have coffee. We will have a little bit longer recess, and when we come back, I hope that the observers will have the questions that they want to ask the group.

(Coffee Break)

Sol L. Descartes: I know that there are a lot of other things that our consultants and our Vice Presidents and I could go on discussing, but I think that it would be a mistake, having here a very fine representation of students of this university, not to give them an opportunity to express themselves with respect to this subject, which has been, really, the student constituency of this multi-campus university. So, I will gladly entertain requests to

comment, or questions that you want to address to the consultants or to us. Who would like to start? Ms. Vicente? It is a pleasure because of this being women's year. Be sure to get near to one of the microphones.

Marfa Vicente (Student from Guayama): I would like to say that most of our problems, really, are due to lack of communication and, also, of guidance. I would like to make the following recommendations, if I may. First, that the Board of Student Councils should have more meetings, not only with the President but with each of our vice presidents, and also with the Vice President for Student Affairs, the Deans of Student Affairs, and also with our directors. These meetings should be frequent in order to gather our suggestions and complaints, but specially to improve the relations between students and administrators. Also, I would like to suggest that we should have meetings with our Senators in order to channel our problems and suggestions.

Secondly, we should have something like a workshop of one or two weeks after elections in order to instruct the members of the new student Councils about their responsibilities and duties. I think that the problem of recreational, social and cultural activity is important also, because of faculty planning and, especially, a lack of budget allocations.

In Dr. Dearing's speech he stressed the importance of physical education not only as education per se but as an important part in young people's life and their capacity to enjoy life. I don't speak of the League, which was mentioned before, because it is more sophisticated, but of the playing, interaction of students in sports for mutual relaxation or as a

pass-time. I think that this department is extremely under-supported. I think that these are our weakest points which really need reinforcement in our programs.

Sol L. Descartes: Thank you very much. Would anyone like to make any comment with respect to the statement.

Jorge F. Freyre: Yes. I would like to comment on the question of the meetings, because maybe the situation is not completely uniform in all the instructional units. On the San Juan Campus, the council of the students, which is an advisory council, meets every Friday for two or three hours with the Dean of Student Affairs. It also has regular meetings with the Vice President. One of the members of this advisory council is the student representative to the Senate, so the students have the opportunity to...

Sol L. Descartes: The student senators have power equal to any senator, with both voice and vote.

Jorge F. Freyre: So, he is one of the members of the Council and all student representatives in the Council and all other students have the opportunity to channel their inquiries, or their problems, or any matter that is important to them, through this senator. I thought this needed clarification.

Sol L. Descartes: If there is no other comment, we would like to hear from another student who would like to ask questions or comment.

Raúl Acevedo Castañeda (Student from San Juan): The only comment I have is about the counseling at the San Juan Campus. It is very poor. We should get better counselors for the new students. Those students don't really know what is going on. You can ask them and they say, "Well, I don't know."

Raymond L. Strong: Do you mean academic counselors or general psychological counselors?

Raúl Acevedo Castañeda: General.

John J. Theobald: I suspect he means what we call freshman orientation.

Jorge F. Freyre: No, I think that it is true. I would not use the words 'so poor', however. The question is that we have five counselors to attend the freshmen. There are about 800 freshmen and the counselors also have to take care of the whole student population. That is about 5,700. I think they meet regularly with the freshmen. They also not only provide professional counseling but also academic counseling. As a matter of fact, they are in charge of preparing the programs of the freshmen students. Probably part-time students and evening students get poorer service than other students, but certainly this is an area that needs improvement.

I think the main area for improvement is to establish a better relationship between the faculty and the professional counselors. Dr. Crescioni started a program last year of trying to relate more closely the professional counselors with the faculty to detect problems at the start, and that is an important point. I think there is room for improvement, but it is not 'so poor.'

Dorothy G. Petersen: I just wanted to follow up with a question going back to Dr. Theobald's suggestion earlier of peer counseling. Would student counselors or peer counselors help to solve this problem, do you think?

Jorge F. Freyre: Well, as one of my comments on Dr. Theobald's remarks, I was going to say that this is an idea that merits a lot of consideration

because this could be a way to solve the problem. We have had very good success in the peer tutoring program at the San Juan Campus. As a matter of fact we put a lot of pressure on the Vice President for Financial Affairs to get a substantial amount of money for this tutoring program because it has been very well accepted, and it has had very good results, very good outcomes. I think that the idea of peer counseling is also something that we should study.

John J. Theobald: I was going to say very much the same thing, Mr. President. A good many institutions have had a lot of success in having the students handle the whole question of freshmen--reception and orientation. This does not do away with the fact that you need your guidance counselors or that you need your faculty working with them on academic guidance, but the freshman coming in has problems on a lot of levels below that, that the old-timer knows full well and can help him with every bit as much, maybe even better than faculty or trained guidance people. This is quite a customary thing. Frequently, a full day before school opens, there is a reception, and the girls sororities will serve tea and coffee and cookies, and old-timers will take new students around and so forth. And they carry that right through the freshmen year in a good many places. It is worth looking at.

Albin O. Kuhn: It is a better way to step-up counseling than to put full-time people on it. It is not inferior; it is better, if properly done.

Glenn J. Christensen: On peer counseling, we have had good experience with this at Northampton Community College. We have two levels of peer counseling.

One is the formal, which continues through the whole academic year, and these students are, as was mentioned this morning, trained to do the job; but, at the beginning of each semester and the summer session when new students are coming in, a group of experienced students plus leaders--students who lead, not necessarily officers--who volunteer for it, wear big badges that read, "Ask me." Any freshman who has a question can stop any of these students, ask his question, and, usually, get an answer or be referred to the place where he can get an answer. It works beautifully.

Sol L. Descartes: I would like to hear from the other lady students. Would you like to participate?

John L. Swink: One question that raises its ugly head in my mind, about this counseling subject, is the fact that you can lead the horse to the trough but you can not make him drink. I am wondering if the deficiency is, maybe, that the students don't seek it out, or is the deficiency that the people who are there are not giving the counseling. If the students don't come to get the counseling, you can have the best counseling staff in the world, and it won't do much good.

Sol L. Descartes: Probably both.

Berta F. Puerta (Student from San Juan): (Ms. Puerta spoke in Spanish and her remarks were translated into English by President Descartes, as follows.)

Sol L. Descartes: May I stop you there, so I can remember your points. I am not one of those professional translators who can remember every word.

Ms. Puerta is bringing out the point, making it clearer, of what might have been meant by support. It was not so much the content of the information given, but whether the information given really was responsive to the questions of the students.

She has pointed out an error in counseling, which I know exists, but should not. She was interested in majoring in Spanish and taking a minor in English. The so-called counselor told her it could not be done--that if she took the major in Spanish, she had to take a minor in Education. Now, if that is so, it is a very poor type of counseling. I dor't think that it is supported by the university policy. Even now, however, I sometimes discover things about this university of which I don't know anything--like somebody giving that type of advice. I know that a lot of other poor advice has been given in the name of the university, but that is awful.

John J. Theobald: It shows the need for a team of teachers and professional counselors.

Sol L. Descartes: Please continue, Ms. Puerta.

Berta F. Puerta: I don't really have anything more to add. My point was to clarify the fact that the problem is responsiveness. (Translated by editor.)

Sol L. Descartes: Dr. Freyre would like to ask you a question so that he can immediately correct the situation.

Jorge F. Freyre: We can chop off a head or two. In the question of counseling at the San Juan Campus, there may be some confusion, because we have the professional counselors that mainly are concerned with freshmen students, and recently we have also appointed full-time academic advisors.

These positions were created because we found that the academic advisement, especially in the routine operations, was not properly done by the faculty. Of course, we have four academic advisors to take care of more than 4,000 students and, fortunately, Zapata (Rafael Zapata) has given me another position. We are striving for at least seven academic advisors. I would like to ask the student if that advice was given by a professional counselor or an academic advisor?

Berta F. Puerta: An academic advisor.

Jorge F. Freyre: So it was an academic advisor. As Dr. Theobald said, this is evidence of the close relationship that must be established between the faculty and academic advisors.

Sol L. Descartes: You are now a senior? You are going to graduate this year? That means that she was given that type of advice before not only Freyre's (Jorge F. Freyre) improvements but also Dr. Crescioni's (Lavinia H. Crescioni's) improvements. Under the present management or even the previous management it would have never happened. There were growing pains.

(At this point, some remarks were drawned out by the general laughter.)

Sol L. Descartes: We have the pleasure now of hearing the representative from the San Germán Campus.

Annie Salvá (Student from San Germán): I have three points. I want to talk about the guidance and counseling program at San Germán. Before the task force committee on counseling and guidance, we had a very poor counseling program at San Germán. After that, I think that our program

has grown very rapidly and right now is very good. Our academic advisement, I think, is in the hands of our Department Chairmen, and that is good because our chairmen know if we really need to study some program and that is OK.

What I have a question about is the talk about student participation. In this book it says that we have a good relation here among students, administrators and teachers. That is OK. But what happens when you make the decisions, and then you tell us students. Why, if you have a good relation with us, don't you first ask us, "What about this?" Don't make the decisions first, don't tell us what you are going to do. Ask us before hand, and then we will have good relations among us. Do you understand me?

Sol L. Descartes: It has been very well put.

Annie Salvá: I don't want to receive information, I want to participate.

Sol L. Descartes: Any other point you want to make. No? Thank you very much. You want to say something? We will call that the 'witness chair'.

José Acabá (Student from San Germán): I am a senior at San Germán in the Music Department. I am a little old to be a full-time student. However, I notice, I see and hear many things you can't as faculty and administrators. My preoccupation is that most students see the university as a very profitable business. They don't know a lot about it, but it is 'our' university. I understand there is a lack of information, a real need for better relations among the students and administrators. That is the only point I wanted to tell you about this morning.

Sol L. Descartes: You have made a very good point.

José Acabá: It is widely spread among students--that idea--and when the freshmen first come they get that impression from the others. It would be a very good thing for the university if, during any one year, a good information program were held, so as to wipe out that impression among the students.

Albin O. Kuhn: How would you go about getting the word out, if you will, about getting people to understand that it really isn't a gold mine? If I understood what you said, it was, basically, that one of the problems is that students do feel a university is a very profitable enterprise. Those of us who have been associated with one for a lot of years don't feel quite the same way. How would you help to get the word around?

José Acabá: Let me tell you that that's not my point of view. I don't see the university like that, but it's what I hear and see, as a resident student.

John J. Theobald: What should we do to change this thinking?

José Acabá: I recommend better orientation, especially of freshmen. The communication has to be constant and open, not just a letter the first week of August, or something like that. I think the communication should be open all the way. This is not a business; I know it. I would not invest my money in a college. That is the way I see it, but an 18, 19 or 20 year old student can not see it the way I see it.

Sol L. Descartes: I'm very thankful to you because this is a point that perhaps we have overlooked. In the past we have tried to explain this because this is one of the propaganda items of the extremist students--not to call them by their real name which is 'Marxist-Leninist' affiliated. This is one of their arguments, and maybe we have failed to explain the economics of the

university. This is a challenge to us because it can be so easily explained. I thank you very much. You have really hit us where it hurts, in a sense, because we are failing. I am looking at one of our foremost economists. We have got to write some popularized version of the economics of the university so that it can be circulated and understood and may make an impact.

John J. Theobald: Mr. President I think that is most important, not just for you people but for all of us in education. It is very easy for a youngster to multiply his tuition by the number of students in attendance, and he comes up with a big number. He does not know what it costs to operate a university, but it could not possibly cost that much. You have a built-in situation here. I think this is a major contribution. I know its something I am going to take home with me.

John L. Swink: I wonder if the faculty thinks the same thing.

(Laughter)

Sol L. Descartes: Maybe I'm kidding myself but I think that the faculty understands it better.

Thomas Bronsberg (Student from Fort Buchana): You were talking before, like, for the alumni and everything about getting strength into it. I realize that at Buchanan there is a big turn over in the transient students. But other people over there, some evening students who live in Puerto Rico like I do, really know nothing of what is going on at Inter American. Most of the students don't even consider it Inter American. Someone asks me, "Where do you go to school?" I say, "I am going to school at Fort Buchanan."

"What school?" "Fort Buchanan." I am sure that there are some people who are interested in knowing what is going on within the university, to try to get into some organization or something.

Sol L. Descartes: I think we are conscious, perhaps a little bit more conscious of that problem than of other problems. We have some units of this university whose tendency in the past, and we have not completely corrected it yet, has been to think of themselves--I make an analogy with our own political status--as independent countries. One of the worst offenders in the past, and they have not yet completely mended their ways, has been the Programs at Military Bases. So it devolves upon them and us to correct the situation. I know that we have made progress, but certainly we have to make more progress. This is the only university in Puerto Rico that is now giving these services to the armed forces. We have programs at Fort Buchanan for the Army, at Roosevelt Roads for the Navy, and at Ramey Air Base, formerly for the Air Force. Now, I don't know for whom, other than a small naval unit. This makes it difficult to create an identity with IAU. Dr. Crescioni, as Vice President, is responsible for really correcting that situation. I think you have to make another note in respect to this. It is not easy with that type of program, and we can not blame the people who work in the units for all of this. We, also, have a great deal of responsibility in bringing this about.

Ricardo Ramírez Acosta: I would like to ask the student a question. Periodically, we publish the President's Letter which is sent to all the university units. I was wondering, do you ever get that?

Thomas Bronsberg: I got a copy of this one because I was in the office and I noticed it.

Ricardo Ramírez Acosta: Because it is sent, as soon as published, to all the units and it is supposed to be distributed to all the students, so that they can get information on what is going on.

Thomas Bronsberg: Well I found it in the office. It was not distributed to my knowledge.

Sol L. Descartes: That is not the only place where that happens. It is a minor detail, but it shows how difficult it is, even with the greatest effort, to get distribution of the things that we put out. From now on, Mr. Zapata will deny funds to any unit that does not achieve perfect distribution of what they ought to distribute. So watch out. (Laughter) Thank you very much. Would any other student like to speak? You have given us some very useful information.

Andrés Marrero (Student from the School of Law): Thanks for the invitation, and thanks to the people here who have shown their preoccupation for the problems of the students. That is a good thing to begin with and to bring to the attention of the people working to improve Inter American University.

Sol L. Descartes: You remember that someone commented on the possibility of the faculty's lack of understanding of the economics of the university. Charnel (Charnel Anderson), what are your feelings about that?

Charnel Anderson: I have no personal feeling, but surprisingly enough, this is heard among faculty. It is said a lot more eloquently and in more sophisticated terms, and, perhaps mostly, during moments of frustration.

The faculty sometimes finds that the school appears to be more interested in the business aspects than in the educational aspects.

Sol L. Descartes: Professor Villella, would you care to say something about this?

John Villella: Well, I don't know, I think that an institution needs to be a business --needs to be operated in a business-like manner--for education. I think we strive, on our campus, to do that.

John J. Theobald: Just to break the ice, I want to confess that on my campus there are a lot of my faculty who think that we are a very profitable business and don't understand why we can't give more. I'd be surprised if we all don't have something of that problem.

Albin O. Kuhn: I think we all do a lousy job, though. So I think it was a good suggestion--really explaining why this enterprise that we are in costs real money.

Sol L. Descartes: In order to put it in different, more academic terms I call it 'the economics of higher education.' Dr. Kalantar has a statement.

Kenneth E. Kalantar: I simply said that it would be good if this could be done--this popularized version that Mr. Rivera Cidraz is going to prepare. (Laughter) Even in the economics of higher education you have two vice presidents who are experts. That thing could be sent out and distributed yearly rather than once or twice every two years or every five years. The faculty will get tired of it, but the students, especially the freshmen, will need that explanation and they come in not only once a year, but four times a year--in August, January, June and July.

Sol L. Descartes: May I ask you a question. You did not think of Mr. Zapata to write this explanation. Is there any psychological reason?

Kenneth E. Kalantar: No. No. I have been reading what has been written up here, and I know that one of the reasons why the new vice president has been appointed is so that he can go over certain materials to help the President. I think that he has writing ability to popularize things, which is what you referred to. I really did not see to whom you were referring when you said, "My expert over here on..." (Laughter)

Sol L. Descartes: Let me tell you that in the field of budgeting and the economics of enterprises we have a number of experts besides, of course, Zapata (Rafael Zapata), who knows more about the budget of this institution than anybody else. Mr. Rivera Cidraz has had the experience of being Director of the Bureau of the Budget of Puerto Rico, which is not a mean affair. When you handled the budget--it grows so fast because of inflation and also because of lack of restraint--when you were Director of the Budget, what was the size of the budget of Puerto Rico you handled?

Elfas Rivera Cidraz: It was around $600,000,000 and now it has climbed to almost double that.

Sol L. Descartes: In addition to that, Dr. Freyre is a person who specializes in economics, and who has been a consultant to the Government Development Bank on the Finances of Puerto Rico. I also have a little experience in that, except that the budget, when I left the Treasury, must not have been much more than $300,000,000. So you can see how fast it grows. So, we do have a number of people who can write this.

John L. Swink: When you make this explanation, one pitfall that I think you'd better be prepared to pay a lot of attention to is the high cost of the

administrative side--particularly when you are addressing the faculty, because you are going to show a very high cost there that they won't understand.

Sol L. Descartes: Thank God we always use comparisons with other universities. We have been able--at the cost of not giving as many services as we ought to give, or, actually, of not attending to many aspects of university administration--to maintain our ratio of administrative costs at this university to a total way below most private or public universities in the states. Here we have a fairly good argument. But the point will be raised, anyway.

John J. Theobald: I think there will still be those who think it is all in the President's salary.

Sol L. Descartes: Yes, but I have been dealing with that problem for years--ever since I was in the Government of Puerto Rico. I still think one of the reasons for the present situation of the Government of Puerto Rico is that they did not pay adequate salaries at a time when they had to retain good people. As a result, they are now paying the good salaries, but they are not really getting the type of people they need. However, they have a better chance of getting that type of people now. But the Government of Puerto Rico lost a tremendous number of excellent people, and also UPR, for lack of good salaries. Since I have joined that argument in defense of good salaries in Puerto Rico, I know the reaction. It is public service. It should entail devotion and sacrifice. This is all very well and good, but yet I believe a decent level of salaries is a must in any form of institution.

Raymond L. Strong: One of our administrative problems is making sure that university publications, such as memoranda and news letters, reach every member of the university community, including students. Here you come across the cost factor. If we have an individual mail box and individual mailings to everybody, that would cost a lot of money. That would be, probably, the best way, but I don't think that it is possible. What we do need to have is a better way of seeing that our excellent publications get into individual hands. Now, what is the answer to that problem?

Sol L. Descartes: The vice presidents.

John L. Swink: Student papers.

Sol L. Descartes: Be absolutely sure that the vice presidents take the responsibility and consider it as important a responsibility as any, to make absolutely sure that the things get into the students' hands. It is the only way.

John J. Theobald: Mr. President, there is another way when you get into very important things. You can distribute through the classroom. But that should be limited to a very few things.

Sol L. Descartes: That is a step that the vice presidents have to take. I believe that there are many other ways of distributing. I have been really flabbergasted by the news, for example, that this student happens to know about the last President's Letter because he happened to be at the office at the time. This is very bad. I know that it is somewhat better in some other places, but I am pretty sure that, if we search, we will find in the other units that a lot of students do not get them. I think that this is something for which we will put the responsibility where it rests.

G. Bruce Dearing: Following the confessional mode in admitting that some of our faculty have these views (even some of our administrative officers) I would further admit that, a few years ago, I myself felt that, instead of cutting, we should simply get more money. When we are told that there is an upper limit, we tend to say, "Take it out of the transportation department, or the prisons, or something; education is too important to cut." Or, if we believe that education is getting its appropriate, though dominant, share, we say, "Well, take it out of the other campus, or out of the other program." We can't really depend on anything other than a continuing educational process using, for multi-campus organizations, multi-media. Not merely the letter or the printed word, but also television tapes, the exchange, the speaking circuit--every means that can be thought of will have to be adopted in order to keep back a tide of perfectly well-intentioned, and not unintelligent, argument that there must be some solution other than the one that is bearing on the individual unit. I don't know any way you can do that without give-and-take and a barrage of information.

Sol L. Descartes: We usually have the give-and-take. Practically every semester I try to be present at the meetings of the faculty of, at least, the large units. This year, for particular reasons, it was impossible. The floods in San Germán interferred with the schedule there; the death of the Executive Secretary of our Senate interferred, and the meeting at the San Juan Campus had to be called off; but I hope that we can resume meetings and my attendance. This year I only attended the Regional Colleges. There is nothing, really, that takes the place of a face-to-face exchange of ideas.

This is the most effective means of communications. As far as it is humanly possible, it has to be achieved. We may have to make our vice presidents more conscious of not only addressing the day-to-day problems in these meetings but also of devoting some meetings to the problems of larger scope--the finances of the university, the economics of the university.

Juan González Ramos: I wanted to make a point in connection with the impression among students about what a university costs. I believe that the notion that this is a good business may be rooted in the very low tuition charges that have been maintained at the public system. When you compare public university tuition with tuition charges at private universities, it does seem like a good business. What is behind these low charges? Most students don't know.

Sol L. Descartes: Yes they don't know that probably Puerto Rico has the widest gap between public and private university tuition charges that exists under the American flag.

Luis E. González Vales: It is the lowest tuition anywhere in the U.S. as far as state universities or city universities are concerned. We have, as a matter of public policy, maintained the tuition at the UPR at a very low rate. I presume that it is a valid point, that one raised by Juan González, and that the students get the impression that, if the state university system is able to subsist and expand with such low tuition charges, evidently the private sector is really making money by the handfuls when they consider the tuition that they have to pay. One of the points that they don't take into consideration

is the fact that there is a substantial contribution from the state to the financing of the public university and, therefore, this is a way of subsidizing the students at that system.

John J. Theobald: I want to say that that kind of thinking ought to come up against a stone wall when we realize that the City University of New York has been free up to now, but since it could not quite balance its books without tuition, it is going to charge tuition now.

Sol L. Descartes: Well, in the case of Puerto Rico, I happen to have the figures, at least the approximate figures, in mind. The subsidy, if we want to call it that, or the appropriation for the teaching aspects of the university is about 85 million--85 million for 50,000 students this year. I think this figure is pretty close. The budget of this university, is now about 26 million for 23,300 students. That means that just the subsidy for the teaching aspect of the state university, if my arithmetic is not too bad, is about four times what we get. Lets say three and a half times larger for a population that is probably, say, twice as large. Therefore, if three and a half is divided by two it is still a lot more than we have to cover everything. Now the overall budget of the state university is much higher than 85 million. It is about a 125 million, but, of course, there are all the other expenses of land grant colleges.

John L. Swink: There is one statement in your book that caused me some concern. It is on the subject that you are apparently talking about. You said the cost for comparable academic services is probably more at private universities than at state institutions. I think that is a very dangerous statement,

because you are concerned at IAU with undergraduates and students only to the master's degree level, while at the UPR you have the research arm and the graduate arm, which, of course, really inflate costs. So, I think you need to be careful when you make this kind of a comparison.

Sol L. Descartes: Yes, but we have been careful. We, of course, did not go into details, but we are prepared to prove the statement. For example, although the difference is not so great, the state spends more per student at its two year colleges, the so-called regional colleges than we do. Of course when you come to the School of Medicine the cost is way up in the stratosphere, and at the School of Engineering the cost is also at the 40,000 foot height where the jets fly. The costs at the Medical School are where the astronauts really begin to work.

Albin O. Kuhn: But even if you are in the liberal arts sector, when you have research and doctoral programs, you get substantial costs too.

Sol L. Descartes: Yes, you do. You are right in all of these observations, but what I have just told you is also true. Even for comparable programs--four year programs and two year regional colleges--the private institutions are doing it at a lower cost. My great concern is to be sure that the lower cost does not translate into lower quality. That is the problem; that is the great concern that I have. I think that is really the important point. Some of the Ph.D. programs at the public university, unfortunately, and the public university understands that--the students and the chancelor of that campus are trying to battle with this problem--need to be cut out. Take the famous Ph.D. in Hispanic Studies. It is a fine department; at

least, it used to be. I don't know now, but at one time I thought it was one of the best things that we had ever had at the state university, but the cost of turning out a Ph. D. --the number of Ph. D. 's in Spanish Studies that have come out is so small--is so much that I don't know whether it could be considered viable in many places.

Albin O. Kuhn: As I understood it, yesterday, in your claiming that, "All of us are on the team," with regard to the local situation, you were saying that you have achieved a very fine relationship among the public and private institutions here in Puerto Rico. Now I judge that what you really are going to set out to do is to show how the dollars that come into this institution are used, rather than the theme we have been on recently.

Sol L. Descartes: No, but we do discuss these matters very frankly. For example, we have the Association of Presidents which the President of the UPR attends. He discusses his problems and the problems of his Chancellors with the same frankness as we discuss ours, and many of the things that I have said here are what he has said in these meetings. These things are in the newspapers also. In our case we can keep out of the newspapers sometimes. The state university cannot escape. Sometimes I complain that we never get any publicity, but I'd much rather have no publicity than too much publicity. At the state university there is always some reporter from one of the newspapers trying to get compromising statements and to create problems. Higher education in Puerto Rico is a highly politicized issue, but for a good reason: the people of Puerto Rico have what I call 'reverence for education'. This is a magnificent thing to have, but it makes the position of the president of the state university almost impossible.

Luis E. González Vales: I think that is one of the things that is not, perhaps, readily understood or perceived. It is a fact that every time the UPR President speaks, or the chancellor of any campus speaks, he makes the headlines regardless of what he has to say. This is not a prevalent situation elsewhere. The changing of a president or a chancellor becomes an Island-wide issue, while in many universities presidents come and go as the board may see fit without causing too much of a commotion other than, perhaps, within the academic community itself. Here it becomes an Island-wide issue, and many times, unfortunately, it is also tinted with political overtones. This is primarily because of the importance that people place on university education. In a sense, it is understood by all--the commanding role the university has played in the Island's development--this is true not only for the state but also for the private universities--and the tremendous development that the Island has undergone in the last 25 or 30 years. It is a kind of unique situation which you might not find somewhere else.

Sol L. Descartes: We are more comparable with the second largest state, Texas. I think in Texas, the question of the state university and the Board of Regents is constantly in the newspapers. In Puerto Rico, it is constantly in the newspapers, and sometimes for the same reason, because we have to be frank about the things that happen here in higher education. Some of them are very regrettable.

G. Bruce Dearing: Two comments on communication. I see shaping up in the states a campaign in which at least some independent institutions are using

what seem misleading cost figures to discredit the public institutions, and at least some public institutions are retaliating in kind. With constrained finances, there is a real hazard of our getting into a situation where, instead of asking, "How well we are doing?" we ask, "How well are we doing, relatively, because those other people are doing so badly?" I think there is a real hazard. John Silber of Boston University, for example, is leading a real cavalry charge.

The other thing about communication is that we tend to rely too heavily upon one-time meetings or upon open meetings like this. I can remember a situation, when I was a student, in which I would have been terrified in a group like this and I would not have been able to speak as articulately and with the poise that these students here have shown. A great deal of progress has been made. I can remember also being a faculty member who, until I got tenure, sat in the outer ring and would have been a little hesitant to speak up on some of the issues that are being addressed here.

I see, in my own work, myself or another going out to a campus, rushing in, giving a speech and rushing away, and I reflect that it would have been better if I could have stayed longer, and if I could have listened more and spoken less.

Our Chancellor has taken this problem to heart, and himself has tried to spend three days or a week on individual campuses. He can't really do that because his schedule is too busy. I know that you meet, for considerable periods of time, with the student senate and that you spend a good deal of time on campuses, but your schedule is not such that you can really create the informal situation in which some of the things that ought to be heard can

be expressed. What we are trying to do, thus far with very little success, but with good intent, is to get vice presidents and vice chancellors not just to come in for a single faculty meeting but to be at the faculty meeting and to stay for a day or so afterward--to be in the coffee lounges and to be accessible when they are less threatening figures or when the relationship is such that there are more students or more faculty than administrators present. The gestalt of the situation has a great deal to do with the form of the communication and the nature of the subject.

I am confessing that we don't know how to do it, but we are aware of this problem and of the limitations of our best efforts at formal speeches or formal letters or anything that goes out rather than coming in--coming in in an unthreatening, open and extended way.

Sol L. Descartes: We are aware of that and, also, sort of exploring the best way to do it. I am also very conscious that I have not yet, somehow or other, found how to manage my time well enough that I can visit all the campuses --I owe most of the regional colleges a visit, and I feel very guilty about this. Before, I have been able to visit all the units, but now I also owe the Law School two visits, one to faculty and one to students. All that I can say is that I am trying to mend my ways and I have already announced to the vice presidents that they are going to have to absorb a lot more responsibility because I need the time to do the things which are absolutely essential.

Going back to the public-private situation, the public-private situation in Puerto Rico was almost on the verge of taking on exactly the same aspects as we see in Massachusetts, which is one of the states where it has flared up. Fortunately, there was a change in the direction of the university We

lost a splendid scholar and a very dear friend of mine personally, but other people came in who had other attitudes. The present attitude is one of very free exchange. Many of the things I have told you have been openly discussed by them. The problems of the state university in Puerto Rico are being handled in the newspapers, so nothing that I have told you, including the costs, are things that have not been dealt with publicly. Well, let's have lunch.

Félix Torres León: May I say just one word before we disperse. In regard to the student affairs discussion that we had this morning, I think it is fair to mention that we have given a lot of emphasis to this area during the last year. As a matter of fact, the President appointed a special task force to work intensively on these matters. I happened to be the chairman of that particular task force, and we spent a lot of time and energy to produce a document that is now in the hands of the President. It contains many recommendations regarding how to improve in this particular area. We submitted to the President an advance report, a progress report, and many of the recommendations contained in it have already been implemented. I think that it is fair to say that we have made a lot of progress in this respect.

Sol L. Descartes: This afternoon, in rounding out some of the general concepts, I'm going to try to come back to the concept of student relations in this university, with particular reference to the differences that we experience. Our experiences have been excellent with respect to all those student counselors who are not, in one way or another, dominated by ideological positions. This has been extremingly encouraging. Even the efforts that

we have had to make to avoid the extremists' taking over the university by cowing the administration have been worthwhile. The extremists wanted to control the university for ideological purposes. In these efforts, our best helpers have been the student counselors who have not been controlled by these groups. If we had not had that support, we would never have been successful in controlling the extremists. So we might turn, more generally, to that.

My personal experience with the student councils has been one of the most encouraging, the most inspiring, of any that I have had in this university. This does not in any way conflict with the fact that we have been very firm with those who have tried to go beyond the stated limits. Maybe I am old fashioned, but I believe we should observe a university style in doing things. Let's have lunch.

THE LAST SESSION:

Wrap-up

IV

Tuesday, November 25, 1975
Afternoon Session

Sol L. Descartes: In this last session, we are going to meet for a short time only. Like all good things, this meeting also has come to an end. But we have an hour in which we may entertain, shall we say, the broader aspects of the discussion, and some of the things that might have remained somewhat in the air during previous discussions.

I know that some of us were interested in the discussion of admissions and the role of this function in the mission of a university like this--ease of admission or access to the university as compared to more selective admissions. In other words, the question is sometimes referred to as elitisism vis-a-vis the service concept although, in the case of Puerto Rico I don't think the word 'elitism' is very appropriate. Dr. Dearing, we were talking about elitism vis-a-vis wider or broader access to the university. Do you want to kick off the ball?

G. Bruce Dearing: I think I'd like to gather wool for a little while and hear somebody else speak, but I'll be glad to participate.

Sol L. Descartes: Who wants to be the devil's advocate?

Glenn J. Christensen: May I make a suggestion at this point. There is a special situation as far as I understand it, by which many of the students here, or potential students, apply to all three major universities and then select admission on their receiving the first offer of admission. Is there something of this sort that complicates your attempts to predict acceptances?

Sol L. Descartes: Well, there is one over-riding factor. It is the thing that we touched upon this morning--the fact that the UPR is practically free. A $150 fee for one year's study at any level, including the faculty of law, is, actually, almost no tuition or free tuition, especially when compared to our credit-hour cost of $30, which for an average student means about $1,000 a year for tuition plus special fees and things like that. This is the controling factor. It controls less now than it used to control. It used to control almost 100 percent. Only a few, relatively few, people came from families who could really afford to pay these costs because they wanted their children in a private university. Only relatively wealthy people were able to make a free choice.

Since BEOG, more people are capable of making decisions on the basis of their preference, independent of cost. So we now have indications that more people are coming to us irrespective of whether they have been admitted or not admitted to the public university.

I think, also, that we must be completely frank and understand that the UPR was considered the university in Puerto Rico. When Inter American broadened its admission policy and expanded beyond San Germán, it did not have too good a reputation for a while, and many students considered it a refuge, a second choice if they were not admitted to the public university. This is changing and we do have the evidence both at the San Juan Campus, especially in some of the courses, and even at the Law School where the cost difference is considerable because it costs a full-time student at least $1,500 to study in our Law School as compared to $150 at UPR.

This is the way I understand it. I still believe that if students have the chance to go to the UPR with practically no tuition costs and with its undoubtedly good reputation in many departments and other advantages in some departments, (for example, I think that it is easier for students trying to get into the College of Medicine of the UPR if they have taken their pre-med work there) they would probably prefer the UPR. This is how I see the situation.

G. Bruce Dearing: I would like to open the debate we were talking about earlier, because I think there may be some philosophical division within this group on the issue of accessibility in higher education. To put it in its simplest terms, some people are now saying loudly as they were saying softly not long ago, "Thank God, now, for the fiscal crunch that makes it possible and necessary for us to go back to being what a university really should be. Let's make it once again an elite training ground for leaders, that small group in the society that really needs advanced specialized training." There are some who would go so far as to say, "There is no such thing as a service university. Service is one thing and a university is another."

I happen not to agree with that, as is evident, and I am distressed by what I think I see happening at the University of California, which is stepping back from its broad commitments, at the City University of New York, which is at least considering tightening its lines at the expense of the open admission idea, and at various other places where there are strong forces raising the question as to whether so large a segment of the population has any claim to higher education.

I am prepared to believe that some universities have tried to be too many things to too many different people, and I would be in favor of some functionalization. But I would like to take my stand on the side of the populist, saying, "Post-secondary education, though it can be of various kinds and can extend over a brief period or a long period, is a pretty good thing for a very large segment of the population, and no particular group or individuals should be picked out and told, 'You have no business in post-secondary education.' "

There are serious differences of opinions and quite different approaches as to where you draw the line, or what the appropriate discriminations are among the missions within the total framework of post-secondary education. Some missions are frankly vocational. This is seen by some as being non-intellectual, and by some as being below, above, or parallel. There is a good deal of room for functionalization and we should not carry aloft the flag of high economic gain.

We can not legitimately promise that, if you can get a degree, you will certainly have a better job and earn more money because that may not be true and has not been true for everybody in the past. Nevertheless, I think there are very many reasons for very many people to have some kind of post secondary education and that it is a function of an independent institution with a public mission, like IAU, to hew to that mission and not retreat from or abandon it.

Sol L. Descartes: Well, I think you have beautifully posed the question, and, as usual, very eloquently. I do hope that we do not have many people afflicted

with the malady of elitism to the extent that you have described it. I think you described the classical case. I think that our cases are a little milder. Don't you think so, Brian (Brian W. Irving)? Don't you think so, Bender (Lynn Darrell Bender)? In your area, where this disease is more prevalent than in other places, the forms are more benign. I mean the attitudes of the faculty.

Lynn Darrell Bender: I don't agreed with that. I think it is a myth in terms of the San Germán faculty. It may have been at one time that there was a certain degree of feeling for elitism on the part of some of our faculty members, but I believe that this is now gone. I think that the efforts of the university, as a whole, and of the central administration, in particular, to view the university, as we now view it, as a university system and not as separate performing units is a very important achievement. Others here have mentioned that some universities are not systems; they are conglomerates; they have other types of organizations. Ours is a university system with many common norms, but with a degree of functionalization. I think that this has led, in most cases, to a lessening of the feeling of elitism on the part of, particularly, our faculty members and administrators at the San Germán Campus.

Sol L. Descartes: Let me illustrate the policy of this administration. This is not the first time that we have either been blessed or otherwise with a very high increase in enrollment. At another time, in 1971-72 we had a 37 per cent increase. At that time we implemented some policies to restrain such an increase in enrollment, because we certainly did not want a second year

of proportionate increase. It would have finished us, at least physically, and we wanted to restrain it. However, in restraining the increase and in using entrance requirements as a means of reducing this exaggerated enrollment rise, we wanted to make sure that we were not closing our doors to a group of low achieving students who, in our judgment, were needed by the university--not that they themselves needed our help but that the university needed to have some of them so that we could continue to sharpen our way of dealing with that type of student--which to me is a great challenge. It is not anything to be ashamed of. It is something to be proud of, really.

Therefore, we said that we would restrain increases, but we would also assure that 5 percent of the incoming students would come from those below the established admission index, and would be accepted on the recommendations of a committee that reviewed their cases. We established the 5 percent in 1971-72. We said that we would continue to do that but that we may want, perhaps, to aim at a better balance. We wanted large numbers of good students, but at the same time we did not want to close the doors of this university to some students who deserve the services of a university like this more than anybody else--those who are deprived in their early years, and whose capacity to do well in high school or on an admissions test is not due to an innate limitation, but to deprived environment. We want to continue to help this group. So anything that we do is going to continue this practice as long as this policy is supported. It has been supported in the past by every one of the constituencies of this university

and by the deliberative bodies of the university, beginning with the Senate, which has sided with us throughout the years in this effort to maintain the service character of this university.

We have heard excellent arguments, which I think are necessary and not only necessary but welcome, from a lot of people who have other points of view, but an ample majority has supported our efforts to keep this university open to these good people and we hope it will continue to do so. This policy has definitely had the support of the Board of Trustees and, of course, the administrative group. So there is very little chance that we will retreat in the face of the few people who oppose us. We will continue to explain to them--some of them are very difficult to convince and some are among my best friends in the faculty, and they have repeatedly been opponents and have raised the problem of the debasement of standards. But we will continue to try to convince them.

I believe that this university has not yet developed a full capacity--which sounds to me very logical, but which everybody says is impossible to handle--whatever you want to call them--developmental, remedial, or compensatory programs. Apparently they are anathema to many groups in this profession because they say that students who need such programs are failures. I just don't agree with that. I think that we have to continue to work and to develop the supplementation of skills that we should give the students who come into this university. If anything, the large number of students who don't have these skills should place us in a better position to work on this supplementation, to develop and finance it, and it does cost money.

Once again, and for the benefit of all of you, I hope that the people that we have here from the university will transmit to their fellow members of faculty and students some of the things that we have said here. If we want financial solvency, it is for the purpose of being able to discharge our academic responsibilities better. It is not for the sake of money itself, which has, definitely, no place in an institution of learning. But no matter how idealistic we consider ourselves, the truth of the matter is that if we do not have the resources we can not provide the quality levels. They are always expensive.

John J. Theobald: Mr. President I think that if we go back in the history of education, we may point out that the liberal arts, which were the first 'higher education,' were very strictly a vocational program. The program was designed to prepare people for statesmanship and for the ministry. It was education in response to the needs of that day, for that community.

I think if ever a place, as it grew and developed, needed that kind of a concept in its higher education program, that place is Puerto Rico. Puerto Rico has many morés. I know the problem that you had in the early stages of getting anybody to take anything but Bachelor of Arts degree, the traditional liberal arts program. Very reluctantly a teacher education program, which was sullied by the fact that it was pointed toward making a living, was accepted, but at least teaching was an erudite profession. Now finally you have begun to break this log-jam of resistance to anything but a single curriculum.

I do not believe that a great percentage of your Puerto Rican youngsters today are likely to benefit the most in their growth and development, their service to the community, their own happy life, if we insist on holding just to that liberal arts program. I think we have to translate our program into the new needs of the community. I think this means a great many things, I don't normally use the word 'vocational,' but I am talking about the same thing. These programs have to have an occupational emphasis in them. I do think that they vary from what we have traditionally thought of as vocations, because I think we also want these people to be good citizens and to be able to explore the arts and the finer things of life that are going to come to them with spare time--and that is certainly coming down the pike. It has come a long way in my lifetime and is going to go further in my children's. So we have to recognize that we are now talking about relatively well-educated people.

I often wonder what percentage of college graduates there were when I was born. There were darned few, believe me. Today's graduates should know something about the country; they should know something about government; they should know something about the social problems and the economic problems and all the rest. So you have to develop here a balanced program that has a measure of these values that normally have been thought of as coming up into the liberal arts, in order to take care of this breadth of education. But you must also start thinking in terms of people, not just people who can make a living, but people who can contribute to the needs of Puerto Rico in a situation where right now you are importing too many

people from stateside, for the independence of the community. Ultimately, this community must be self-sufficient and self-dependent.

Now, I think the vocational programs at the higher level--engineering maybe--usually do not have enough of the broadening aspects. I am an engineer so I am not making dirty cracks. The doctor, certainly some of the specialists in technical research of a narrow sort, these are the parallels to your occupational programs, and I think you will need relatively few of these purely occupational programs, but I think there is a vast field of programs that have this balance between the happy and contributing citizenship role and the ability to make a living and a contribution to the economy of the Island that you are going to have to face up to and take. You don't have to give them all the same degree. I am perfectly willing to give them the labels for what they do, but I think you have to face this whole thing if you are going to be a truly great institution for Puerto Rico.

Lavinia H. Crescioni: I just wanted to say that this is why I believe that a more suitable concept to apply to what happens after high school graduation is post-secondary education. We have to offer a variety of alternatives to students who wish to go on and further their education after they finish high school. We are not going to deny the need, in a society such as ours, for elitist institutions. We are not going to disagree with that. There is a right for the students who so wish to have this type of institution available. On the other hand there is also a need for the type of institution that we believe we are: a service institution. There are students who want to pursue the type of education we offer them, who want to go on with their

studies but who want to get ready for a job. These students have the right to do it, and deserve the type of institution which will allow them to pursue the studies they want and prefer.

So, I am very much in favor of what we are doing. I am a firm believer in the value of a service university. There are a lot of students who really need this type of institution. Though it is a little late, the definition of what we mean by service should be incorporated into this discussion. When we talk of service we are not only thinking in terms of serving students in such a way that they will be ready to find a job after they complete their four years or two years of post-secondary education. We are also talking of serving students who have the right to go to college, and who need the type of institution that will offer them what they really need. I am talking about the type of student who would never pursue post-secondary education unless he can attend an institution willing to cater to his particular needs. So, we believe in serving the poor students who need certain types of instruction and in equipping them to work and at the same time in giving them liberal arts instruction.

Albin O. Kuhn: I suspect every member of our group that has been privileged to visit with you would rather strongly support an open door, a reasonably open door, for admissions and applaud it. I suspect about the only place that we would want to question whether the door might be open too wide is if it becomes a quickly revolving door--where very quickly the person's right back out. I think we all shudder about that one.

I have been rather amazed at the experience that we had had in a setting such as a medical school. You all know that the typical medical school goes through an awfully long process of carefully selecting, and testing, and everything under the sun. A typical medical school does, in fact, reject at least one or two full classes that could move ahead in fine shape in the school for every group it admits.

For social purposes, namely, adequate minority representation in a state like Maryland, all those things are thrown out the window for a certain number of the population. The individuals coming in have performed in all the quartiles of the class, year by year, from the top to the lowest quartile and they have been distributed through all. I have to say that the question of selecting persons for admissions is a pretty inexact science and does not really consider the other thing that really is important, motivation. You mentioned screening and working to see whether the student is going to really try. There are a great many students who have not normally been considered as admittable to colleges and universities, that will perform very well, once in the setting. So I would applaud your open door, and I suspect no one on the team would say you are foolish.

Sol L. Descartes: Félix (Félix Torres León), where are you? Oh, he is away for a moment. Do you want to defend the scutcheon of the regional colleges and give us something of your experience in the matter of accessibility, and some of the things we have done, which I think would be worthwhile to talk about, Dean Cartagena?

Rafael Cartagena: In the regional colleges, our experience has shown that we can do a good job by offering to the students an opportunity to come to us to get an education. We now have some statistics on this, and we have some statistics on the grades of these students. We also have some special, as you were calling them, 'remedial or compensatory programs' that help us to do the job. I think that, if we open our doors, we should have the capabilities to offer programs and special help to benefit the students. Until this year, our colleges were small enough to give more personal care to our students. This has made a great difference in the success that our students have had.

I am not saying that we are not losing students. We do, of course, have a high attrition rate, but it is far lower than the attrition rates at the community colleges in the states. We are in far better shape.

We have been making some efforts in special services, too. We have been getting some federal monies, and we also have some jibaro programs, some local efforts to provide our students with special help to make their way through college easier.

I think that in this area of accessibility, with some special effort, we could retain more of our students. It is not a matter of letting them drop out, it is a matter of providing the opportunities inside so that the open door does not become revolving door. I am not saying that we have an open door as such, but we have admitted most of the students that have come to our doors.

Another thing that I would like to say is that we are trying to provide different alternatives to our students--not only in the area of associate degree programs and certificate programs but even with our timid efforts shown in the area of curricular reform. In this reform we have provided for different alternatives in the liberal arts. We are also working with the concept of 'clusters.' Perhaps a person would like to study history, and it is legitimate for him to study history, government, or political science. But with a special arrangement of courses which we call a 'cluster,' he can acquire some salable skill such as typing, accounting, computer programming and so forth.

Sol L. Descartes: Say writing. There are a number of positions for anybody who knows how to write at this university at any time. We ought to be teaching students to write, don't you think so?

Rafael Cartagena: Absolutely. I think that we could provide, within our BA in liberal arts, an option for a person who wants to be trained in communications skills.

John J. Theobald: Plus an ability to go ahead to further studies if he decides he wants to later. These three things...

Sol L. Descartes: This is what we really should not shut out. We can't shut out the person who, for reasons of economic necessity, needs to earn a salable skill at the beginning and who should be able to resume his education later if he wants to do it. I think this is a universal problem, and it was widely discussed during the course of the International Association of Universities in Moscow. Most of the people were very insistent that this has to be done.

Incidentally, the democracies, the developing countries and the most advanced countries, were all searching for a way to do this.

John J. Theobald: Consider the youngster who raises his sights. Many a youngster says, "I cound not possibly handle more than two years of college. Even that may be more than I can do." And when he gets through he ought to be able to go on to further studies.

Elfas Rivera Cidraz: It seems to me that we are speaking about elitism in two different concepts. I would like to clear that up, because an institution can be called elitist if it is commited to a liberal art programs in any way. But an institution can also be challenged as elitist if it is admitting only the higher level of incoming students. I think that in that second respect there is not much room in this institution for an elitist concept. I think that, let's say, in the UPR where they admit no more than 30 percent of the students that ask for admission and they have to put them in some order for admission, that concept may have some validity. Traditionally they have been using the high school index plus the CEEB score and in that way they have been called elitist because they are taking the students that come from the high-income families.

In our university where I think, although I am not sure of this--correct me if I am wrong--we admit them on the basis of first-come, first-served as long as they have a minimum average. On the basis of what I have been told, we are admitting almost everyone that requests admission who has that minimum standard. I don't think that there is much base for arbitrary admission or for being called elitist in our case.

Sol L. Descartes: No. We referred to elitism in talking about the group that believes that only students with high entrance credentials are admissible, and should be admissible, and that once they are admitted you should further decimate them in such a way that you retain only a rather small and select minority of the very good. Let me tell you that that concept is extremely wide-spread throughout the world. Contrary to what every one of us would think, it is the Marxist-Leninist countries who are actually abiding by that principle--much more even than the countries that we generally associate with it, such as Germany and France. It is true that in these countries, in all of these countries, they tend to segregate people, and to segregate them early in life. The French do it at the time of the so called bac , which is the baccalaureate examination. The other countries do it in different ways, but it works out that the best schools are for the select. This is true in France, in Germany, in practically all of Western Europe and in Eastern Europe, and the students not selected are diverted to the so-called technological schools. Some of those technological schools make them into excellent people in technology, but they shut them off from the continuation of a career, a university career, as we know it. This is the concept that we used to have, and this is what we now want to shy away from. In the U.S., as we all know, this is still true of a number of institutions and, except for the exceptions for minority reasons, many are sticking to it.

G. Bruce Dearing: I would like to venture a little exercise in semantics apropos of the definition of excellence. I would concede that it may be an excellent program at the University of Moscow which picks those people who come to

the top in the secondary schools and are programmed to be educated for particular positions. It is not necessarily an inferior educational experience, but neither is it an acceptable model of excellence for us. Students in a small liberal arts college, most of whom have college board scores between 700 and 800, who arrive already writing beautifully would find the traditional liberal arts program still appropriate, and that it is no better or worse than a program leading to an associate in arts degree for somebody that is going on to take a baccalaureate in English.

We find ourselves now accepting the concept of all post-secondary education having an occupational component. That may bring many with baccalaureates in English, history, physics, education, or whatever, on to, not back to, a two year program in accounting or computer technology. It is possible, really, to start on either side of the degree and to add to and to complement. What we really need in higher education and, particularly, in our systems when we are trying to articulate and work out transfer policies are fewer measures that are exclusively in-put, like the college board scores, and more measures that are related to out-put, such as what the student feels and thinks about his experience, what his post-graduate experiences are, and the degree of success he achieves. But these are very difficult to measure. I have seen some of the tests which purport to measure how many people went into science, for example, and of that group, how many stayed in the laboratory and how many went into administration. But, which is better? Is it the failed scientist, the failed teacher, who goes into administration? or it is the successful ones?

John J. Theobald: I think the validity of this statement about accuracy of measurement and all is brought out by the case of the medical schools. Certainly our medical schools have been elitist, except recently when the veteranian schools have become the most elite in the country. Yet in a study they made, I would think, about 10 years ago, they found out youngsters who were at the bottom of the class in the first two years were in the upper half in the last two years and vice-versa. When they looked at this, they found some very good reasons: the first two years were strictly rote memory from the books; the last two years were application of what they had read to the use of patients. The people who knew how to memorize the books were not, by any means, necessarily the same people who knew how to work with the patient. Here we have been, presumably, well I would not go even that far, but possibly, throwing out some of our best potential doctors because they did not measure up to an artificial measurement that had no real meaning in what these people were preparing for. I think that there is an awful lot of that in our educational society today.

Albin O. Kuhn: You should add, though, that a few were best in all four years, and they are pretty good ones to get for your own personal physician. One question, since we got into the international scene that I would really like to shoot at one of you, Mr. President, or Bruce (G. Bruce Dearing). The Japanese system sort of drives me up the wall. As I see it, there are many, many people in an open door, coming through and completing university and college training quite well, but then there is a rather quick system of either hiring them at a college level position, or relegating them for the rest of

their lives to positions for which they might as well never have gone to college. Are either of you familiar with that?

Sol L. Descartes: I have read a little bit--not too much and mostly not in scientific publications--but I hear that, in Japan, the fight is for very high scores to enter the select schools. For example, the capacity of a Japanese to go to the University of Tokyo assures a certain similarity to what we find in the minds of some of our fellow citizens (both from Puerto Rico and from the continent) that makes Harvard attendance a priceless thing to give to their children. This is something I have never been able to understand, incidentally, and I have facts upon which to base a contention that, in some cases, it produces very poor results. The truth of the matter is that this is what they want. They are choosing, as is done in some of our systems. Take the New York City system. If you have a certain high school average, then you can go to City College--that is the apex. If you are not so good, you may go to other schools down the line all the way to Hostos College and other places, which, to me, are the most interesting institutions that they have in the City of New York.

Albin O. Kuhn: You are agreeing with what Bruce (G. Bruce Dearing) said then, several times, in sort of emphasizing the other side of the coin. You are very right about the matter that you can't say to people--to quote an old 1912 bulletin I read recently--"Come here, get an education, and you are fixed for life." But do we have a danger of too large a proportion going to college? I am a little disturbed about this--I don't know the answer--does everybody prosper by more and more education?

G. Bruce Dearing: This goes back to the question of the appropriate mix of the consumer model and the manpower model. I don't really know about Japanese education, other than having read about the terrible psychic consequences to the youngsters in good families who are being denied everything else as they are being groomed for entry into Tokyo or Kyoto or some other elite institution. It is apparently something like the pattern that used to exist and still survives to some measure in England, where if you get to 'Oxbridge' you can hope to go far in the government. If you have to go to Bristol or Manchester, you can get a certain lesser distance, and, if you go to one of the technical colleges, then you may find yourself lower in the pecking order still.

There is also the problem of the relationship of the number of positions to the number of aspirants for those positions. India would be a good example of what could, at least in some ways, be defined as over-education. A large number of aspirants are trained for jobs that they are never going to be able to assume, increasingly in this country as well as in India. However, I don't really believe that there is such a thing as over-education. There may be such a thing as over-training and over-qualification. If one is focusing upon matching a particular educational experience with the outcome in a particular level of employment, we are now in danger of having citizens who ought to be highly educated and humane plumbers, but are going to be disappointed electronic engineers or space physicists. We probably need not only to re-think the training route but also the employment pattern and the meaning of significant employment.

I want to suggest--I have been groping for years for a way to say this--at the time when we are making a transition at least in many parts of the world, from an industrial society to a post-industrial society, from a production orientation to a service orientation--we must find a way to substitute for the puritan work ethic some other more humanistic view, or substitute for the concept of productive labor, which alone gives one significant status, the idea of significant human activity which may not be producing anything measurable other than an increase in human happiness, or the alleviation of suffering, or the enlargement of the horizon of one's fellows. I am thinking even of such things as the surrogate grandparents who, after retirement, find ways of contributing to young children things that they have learned. That is significant human activity. It is not measurable productive labor that you can assign status or salaries to.

We probably have already reached in Western Europe, in the U.S., maybe in Japan, perhaps increasingly here, a position where there is not an avenue for upward mobility in the traditional pattern for as many people as are aspiring to those positions. If there are 20 percent elite positions of high status and salary and you are training 10 percent for them, that is great because it also allows some of the less trained to get in; but if you are training 40 percent for such positions, 20 percent are doomed to be disappointed. I hope that we are going to be able to re-think liberal education and the relationships among conditioning, training and education, which are really three different things, and designed for different purposes: addressing the total needs of the society rather than merely those of the

work force or of the status hierarchy. I would hope for a diminution in England of the special advantage of Oxford and Cambridge over Bristol and Manchester and Southampton, and I would hope that the myth that any Harvard man is better than any Iowa man will fade.

John J. Theobald: I think there is such a thing as over-education. I think it has got to be guarded against. To me you can over-educate a person, but you rarely find a person who cannot benefit by more education. I think they are two very different things, and I think an attempt to hold to a single program of education, presumably to fit the needs of everybody, is almost guaranteed to give you an over-whelming number of people who are over-educated, or miseducated. If, on the other hand, the institution tries to reach out for the things these people have interests in, for the things that do fit into the likelihood of what they will be doing in later life, and gives them further education on that basis, then you are giving them, certainly, post-high school education and, very possibly but not necessarily, higher education; but you are not over-educating. This is the balance that has to be carefully watched: the extent to which what you are offering is relative to the society you are preparing people for, both in terms of happy living, in terms of contribution to the community, in terms of being able to make your own living, and in terms of contributing to the productivity of the total community.

I would include your grand parental situation as part of the educational productivity.

G. Bruce Dearing: It is productive, surely.

John J. Theobald: Yes, but not the kind of thing we have been accostumed to measuring.

Sol L. Descartes: I can not refrain from saying that I don't think that we can over-educate. We can mis-educate, we can mis-train, but the important thing is the difference between training and educating. I think that this is what is very difficult, and the line between is very elusive. Only very few really can make the distinction. But I think the distinction exists. We are only ten minutes from ending this discussion. Do you want to say something, Félix (Félix Torres León)?

Félix Torres León: No, Sir. Thank you.

Sol L. Descartes: We have a very few minutes left, and we want to end this session punctually. I just want to say one thing: I have learned a lot in the course of these discussions. Each one of my colleagues from Inter American, with whom I have talked, has expressed to me that he has also benefitted greatly from this exchange. I think that it is a very fitting end to the cycle, or process, of reaffirmation of the accreditation of IAU.

I should like to illustrate, once more, the excellent relationship that has existed and the degree of, shall we say, encouragement that previous reaffirmation visits of various teams by Middle States to Inter American have given us. At the time when it was a question of surviving or not surviving, this university would have undoubtedly disappeared if our accreditation had been withdrawn in 1964. The report of 1968, with which I am fairly well acquainted, helped us to start along the lines which have made possible the clearer structuring of the university to meet the various objectives that it has set for itself. Looking to the future, I think that this

discussion, at least to me and my associates at the various levels including the students, has given us food for thought that will be very helpful in continuing this improvement.

If I were to mention only some of the things I am especially pleased with, the list would have to be incomplete, very incomplete; but I am very sure that this discussion has brought out certain things that we certainly have to avoid. One of the things that I heard this morning, and you mentioned again this afternoon: this university must constantly re-define its mission, and its objectives, and the road that we should not follow is trying to be all things to all people. It sometimes appears as if we were attempting to do that. So we have to be a little bit more modest and narrow down our objectives. They may be different objectives, and we might be serving different groups of students in Puerto Rico and with different scales of excellence or scales of worth. However, we must understand that all educational effort has dignity and that, if well-done, teaching a certificate course is as meaningful and socially desirable and deserving, in terms of excellence, as teaching in a graduate program.

Another thing, which to me is one of the most important conclusions that I have gotten from these talks, is the whole question of improvement--and it is more than improvement, it is the adaptation of the student services--the integration of the student services into the entire work of the university. This is another concept that has come out from this workshop as an objective. I believe that laying the base for adequate later response of the students as alumni by meeting the current needs of students is another important concept.

I have been strengthened, in a way, in many of the thoughts and the processes that this university is following, which we subsumed in the study as gradualism, as gradual change--not going too far too fast. I think that has received your general acceptance, although perhaps not in specific terms. As I interpret it, what you have said is, "You are right in this; don't try to go too fast." I think that Dr. Strong put it very well, yesterday, very effectively, in calling attention to the fact that we should not go too far in a theoretical way. At least, not without doing a lot more research than we have done. I think that this was extremely useful.

We are greatly appreciative of what you have done. I do hope that we have the pleasure of seeing you back in Puerto Rico. Whenever you come, please visit us because we owe a debt of gratitude to you, and we want to show you that we have appreciated what you have done during these days. So come back and let us exchange views without formal structured meetings. I look forward to seeing some of you, as I do, in the meetings of professional associations. A few of us will be together again in early December at the meeting of the Middle States Association, and I look forward to seeing you then.

In the name of Inter American University, and of the other participants, thank you very much for attending these meetings. We have thoroughly enjoyed them. Since we are, as some philosophers say, on the threshold of an era of rediscovery of hedonism, this is tied up with the question of the happy life. I was very glad to hear a student talk about the happy life this morning. I believe that we certainly have had a very enjoyable and at the same time very productive meeting. Thank you very much.